

UBEA

Business Education

Forum

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UNITED BUSINESS EDUCATION ASSOCIATION

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- WOODWARD • SKIMIN
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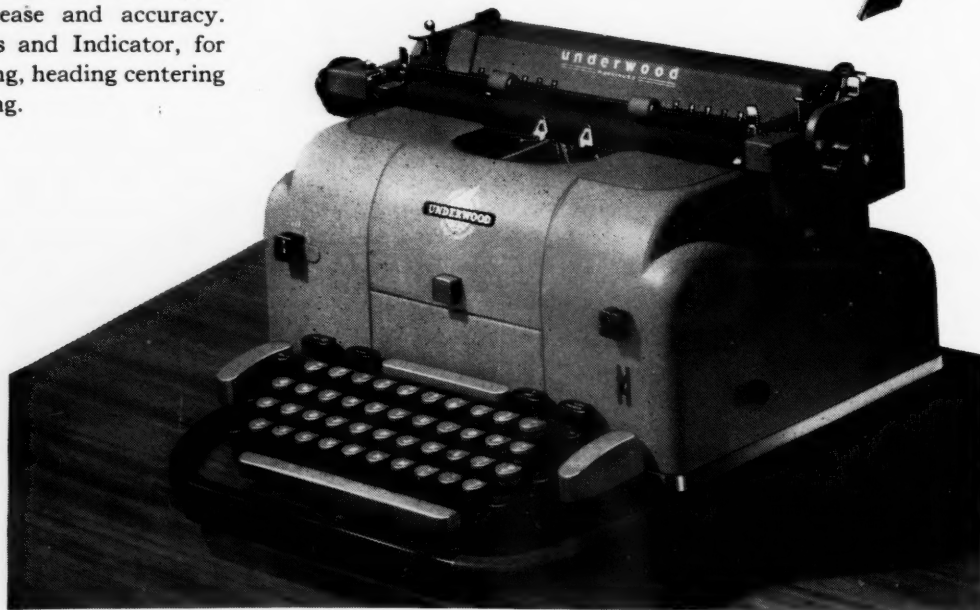
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October
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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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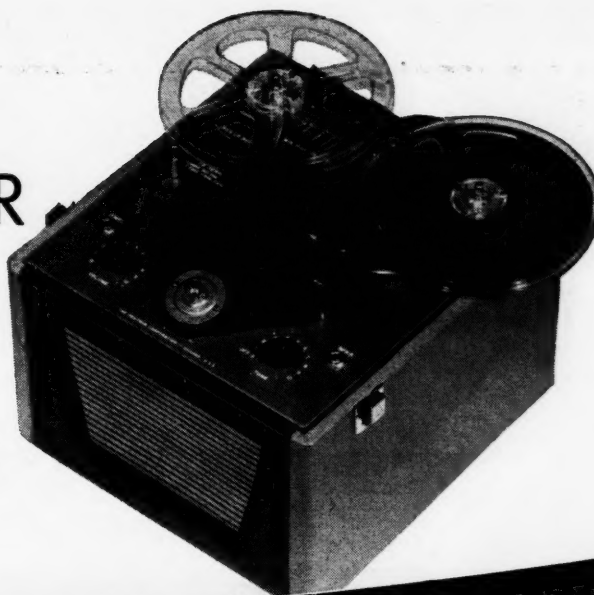
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In This Issue



DOROTHY VEON
Shorthand Editor



MINA JOHNSON
Shorthand Associate Editor

AN interesting variety of articles on transcription are presented in this issue of the FORUM. New techniques, factors, procedures, standards and grading, timing, and television as an aid in teaching transcription are discussed by six outstandingly successful teachers. Modern progress in the streamlining of office procedures necessitates higher standards of education for those knowledges and skills for which the teacher of transcription is responsible. The significant findings and recommendations of the FORUM's contributors will almost certainly influence the techniques and procedures of other teachers who read this issue.

► This month's editorial by Theodore Woodward reminds us that teaching is a profession. After reading Dr. Woodward's challenges, take time to appraise the effectiveness of your plan for the 1953-54 school year. Satisfied, happy, and well-taught young adults are excellent publicity for the profession.

► Business teachers are always on the lookout for ideas. Down-to-earth teaching aids and parcels of information for all business teachers, regardless of the teaching field, will be found in the FORUM Services Section. Some of the contributors have had articles published previously; we are seeing the names of others in the FORUM for the first time. Ideas, some old and some new, are presented here with the hope that they will find their way to the classroom.

► In this issue you will find the SBEA convention program in condensed form. The SOUTHERN NEWS EXCHANGE is published twice a year as a service to the members in the Southern Region. The program and messages should be of interest to readers from all regions who want to know more about "Dixie."

► The space devoted to the activities of UBEA is inadequate to report in detail the news events of the past four months or to tell about the plans for the months ahead. UBEA has a major responsibility to build a solid basis for business education at the national level—it is "In Action" throughout the calendar year. For this reason membership is on a twelve-month basis even though the publications program is suspended from June through September.

► UBEA regional associations, state and local affiliated associations, and cooperating associations are provided space for the announcements and reports of meetings. Many of these associations have dynamic programs for serving their members. A list of affiliated association presidents is published in this section.

► "The Future Business Leader" replaces the FBLA FORUM (now a separate publication) which has appeared in this magazine since 1947. Ed Marlin, a successful FBLA sponsor, shares his program plans with other sponsors and prospective sponsors in this issue. If you have been thinking about organizing a chapter of FBLA in your school, by all means read this article and send for the supporting materials.

► Advertising is an important part of the FORUM. In this issue you will find announcements of new items of equipment, supplies, and books. The alert business teachers will want to know more about these products and will visit the local representative or write for the descriptive folders.

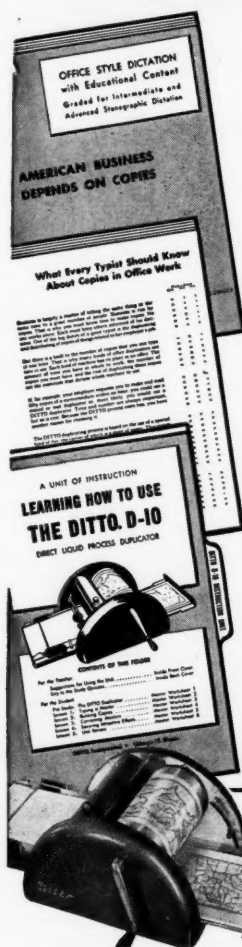
► The wrapper used on this issue is not new for the FORUM, but the printed wrapper is a new idea. It costs more, but it will make it possible for you to "Clip 'n Mail" coupons without mutilating your FORUM. The membership application on the wrapper is for the "new" business teacher in your school or to use when your current membership expires. — H. P. G.

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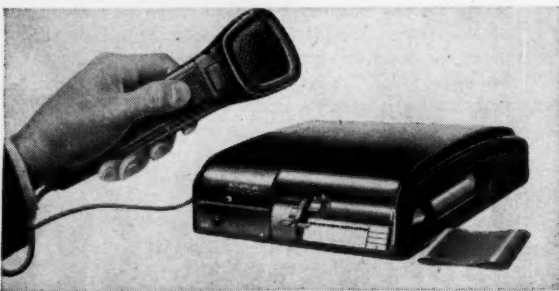


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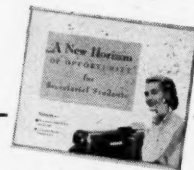
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School-Year Resolutions for Business Teachers

TRADITIONALLY, New Year's Day is the day for making resolutions, for getting a fresh start, for vowing again to do the things that should have been done or not doing the things that were done. Teachers have two such days during the year: January 1 and the first day of school, whether it is in July, August, or September. So far as most teachers are concerned, when the boys and girls come swarming back after a summer's work or vacation, when the excitement of football gets in the air, when friendships are renewed—that day is the beginning of an important new year, the school year. It marks the beginning of another year of opportunity after a summer of study, travel, or rest; another opportunity to do some of these things:

1. To do a better job of teaching. This, of course, is our first and foremost obligation. Conscientious teachers evaluate their work and strive to improve the efficiency of instruction through more teaching and less testing, utilization of student interests and experiences, use of supplementary materials, better classroom management, and elimination of ineffective methods.

2. To belong to our professional organizations and to encourage others to belong. For us, these associations include our local business education and classroom teachers associations, state associations, regional associations, and the national UBEA and the NEA. The South has been the leader in increased UBEA-SBEA memberships. We in the Southern Region can be justly proud of this record; but compared with the potential membership, no region has scratched the surface. UBEA membership this past year approximated 6000. This number can easily be doubled, if each member would assume the responsibility of getting a membership from just one teacher who does not now belong.

3. To attend the meetings of business teachers at every opportunity and to participate in the activities whenever possible. The programs of the associations are planned with teacher interest and benefit in mind. Attendance gives encouragement and support to the few who do the work for the many.

4. To share with other business teachers the pet ideas, devices, and methods which we have found effective in the classroom. No matter how simple an idea may seem, it may be just the thing that some other teacher needs to solve a particular problem. The QUARTERLY, the FORUM, and other business education magazines welcome such contributions.

5. To contribute to the public relations efforts of the school by voluntarily participating in a reasonable number

of community activities. To do so after a full day of teaching and extra-curricular duties may seem burdensome, but the good-will derived therefrom is a valuable personal and school asset.

6. To promote better understanding between the business education department and the business community. Visits to places of business, the use of businessmen and women as speakers, and membership in community business clubs tend to establish closer working relationships with the business community.

7. To establish a chapter of FBLA in the school. FBLA is the foremost organization of young people interested in business as a career. It is by and for young people. If your business department needs an organization to create *esprit de corps*, to provide an opportunity for young people to plan and to manage, to develop responsibility and self-reliance, try FBLA. It deserves the active support of all business teachers.

8. To recruit competent young men and women for the field of business teaching. The number of college graduates prepared to teach business subjects has dropped 37 per cent since 1950 and, with declining college enrollments, will drop still more. The most effective place for the recruitment of teachers is in the classroom, when young people are thinking about their careers. Let's not overlook the opportunity to sell teaching as a career.

9. To keep informed about educational trends, events, and people by reading widely in both education and business education literature. It is important that business teachers be well informed and up to date about the profession of teaching and the influences which are being brought to bear upon it.

10. To allow time for personal improvement. Teachers should plan for leisure time to enjoy the cultural advantages of the community or to use as they wish for personal enjoyment and benefit. Less paper grading, better organization of teaching procedures, use of time-saving techniques, and better all-round planning of one's time will increase the free time which the teacher can devote to non-teaching pursuits.

There are doubtless other school year resolutions which every teacher can and should make; but the important thing is that we enter the school year with zest and enthusiasm for teaching, with some new ideas that we want to try, some new materials that we want to use, and with a strong determination to make 1953-1954 the best year ever.

THEODORE WOODWARD, UBEA Vice President

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THE Forum

Shorthand Transcription—The Work of the Typewriting Department

The transcription-typewriting teacher must be on the job and have a wide-awake interest in the work to be accomplished.

By ELEANOR SKIMIN
San Francisco State College
San Francisco, California

TEACHERS are moving in a direction to get the real facts about what it takes to teach and to learn secretarial subjects so that vocational competency will result. Transcription has been given attention by a number of teachers for many years. The first textbook¹ for teaching the subject was written in 1936, but for too many years there has been much "talk" and not enough "action." Some of this lack of action has been caused by uncooperative administration. This, too, is changing.

Careful research and experimentation over a period of several years have led some of us to very definite changes in directing the learner to transcribe. New teaching materials and techniques have been developed which conform to fundamental principles of learning to transcribe.

Definition of Transcription

Perhaps a definition of transcription will give us a hint as to the teaching procedures that are necessary to develop this ability. Shall we say, *Shorthand transcription is rapid, accurate, and artistic typewriting from shorthand notes?* This definition seems to be inclusive; so for the sake of clearness, let us try to arrive at some agreement as to how one becomes a rapid, accurate typist from shorthand notes. The mind is working under greater stress in a transcription situation than it is when the pupil is merely copying from the printed word with the eye following along with less direction of the mind. Writing from the shorthand outline calls for instantaneous decisions in regard to typewritten forms, spelling, the forming of possessives, plurals, syllabication, capitalization, interior and final punctuation. All these things must be decided under pressure, and not with the school standard of 70 per cent, but with the business office standard of 100 per cent. Surely there is more to learning to transcribe than the mere dictation of a few letters with instructions to go into the typewriting room and transcribe those letters.

Transcription must be taught. How shall we teach transcription in the typewriting department so that it is

actually a thing accomplished? Transcribing ability can be developed by either the early or deferred plans, depending upon the background of the person being taught. Therefore, the following discussion will concern the development of teaching techniques which should be a part of any transcribing program, regardless of when the instruction begins:

1. Typewriting abilities should be developed from the printed word until an ability to typewrite has been established beyond the fumbling or groping stage, so that all transcription work done will increase general typewriting abilities and not break them down. Flash execution of words from shorthand outlines for the shorthand-typewriting pupil is excellent practice. These exercises may take the form of brief forms, most-used phrases, or special forms. Automatic responses need to be built in writing the shorthand outlines when the word is heard. Such typewriting makes the mind do the directing instead of the eye.

2. Short units of work should be used in the beginning, thus allowing the learner to organize within himself the effortless ease of correct transcription. Remember that it takes a good deal of experience for a transcriber to run through polysyllabic words reading from shorthand symbols. Long before the pupil is ready to tackle formal transcription of notes with any degree of skill, there is a need of a slow-learning process that enables him to organize his learning. Marginal reminders in his shorthand textbook aid this first awareness.

3. The shorthand plate material should be such as to allow for success. Control this material given so as to make it next to impossible to make mistakes—here, too, remember that accurate first copies are the ultimate goal. Will the goal be reached if a habit is formed of never writing copy without an error?

4. Progress from one step to another should be sufficiently rapid to avoid becoming set, or landing on a plateau.

These four suggestions, if followed, will make the pupil constantly aware of his own progress, and will encourage him to analyze and find his errors, which is the plan he will be forced to follow in a business office.

¹ Adams, Elizabeth S., and Skimin, Eleanor *An Introduction to Transcription* (out of print). The Gregg Publishing Company, New York, 1936.

"The learner should be given as much instruction as possible in becoming an intelligent learner."

Suggestions for First Lessons in Transcribing

Assumptions are that reading ability in shorthand is very good and that skillful typewriting can be done at the rate of 30 to 40 words a minute from printed copy. (This presupposes at least one semester of shorthand and perhaps two semesters of typewriting.)

Select a short paragraph of printed matter. Have the pupils typewrite this material in three one-minute writings, noting the rate of writing.

Be sure to make it clear that the same good habits of typewriting must be maintained when transcribing from shorthand copy as when writing from printed copy—eyes on notes, smooth and fluent typewriting with control of the typewriter. This means quick carriage throws, proper shift key action, and all of the other operations that go to make up skillful typewriting. All of this should be demonstrated to the class by the teacher.

Write on the blackboard in shorthand a paragraph of about 50 words in simple sentences.

Read the shorthand with the class until it can be read without hesitation. Instruct the pupils in the placing of the paper in the typewriter and of the length of line to be used. Have the pupils, with their eyes on the shorthand, begin to typewrite a sentence at a time. In this beginning work, the locked keyboard or released ribbon plan is a good one to follow. Now the shorthand outline recalls the typewritten pattern of a word or group of words which were formerly a motion pattern in response to what the eyes saw in the printed word. It is interesting to pupils to note their rate when writing from the stimulus of the shorthand outline as, compared to the rate when writing from the printed word. Necessarily, all work in the beginning will be from studied plate notes. A short practice should be allowed on each exercise using the released ribbon plan. In other words, the pupil should gain control over the typewriting operation. Work in short one-minute practice periods at first in order that good habits of typewriting may be maintained.

This type of work continues for several lessons until the mere act of typewriting from the shorthand symbol can be done with the same good habits of typewriting. Work should be shifted from the blackboard to the textbook. All material should be simple vocabulary in the beginning with a minimum of punctuation or capitalization.

Continue with this plan of short exercises presenting one by one such perplexities as the interpretation of the significance of the use of a comma, the apostrophe, quotation marks, and all of the others. The pupils are learning by repeating, not by using mere repetition without understanding.

When an exercise of, say, 80 words is assigned, have each pupil note the space that this amount of shorthand occupies in his notebook. Because everyone does not

write shorthand in just the same sized outlines, the space occupied will be different depending upon the style of shorthand notes. Count the lines used and begin now to train the eye to discover the approximate length of the material from the amount of space occupied on the shorthand page. Later space will be estimated for 100 words, 125 to 150, 175 to 200 words and more. Inasmuch as no dictator knows how many words he has dictated in any given letter, pupils must be taught to sense from the amount of space occupied by the notes just how much space will be used on the typewritten page. With proper direction this estimating of space can be developed and carried all through the course.

This functioning transcription-typewriting work makes it possible for the typewriting skill to grow, with the mind spelling instead of the eye. The teacher moves forward cautiously at first into the problems of punctuation, syllabication, capitalization, and division of words. The pupils work from shorthand plate notes in the beginning, later from notes that have been taken from the textbook, and finally from notes that have been written from dictation. Our experiences grow through skillful transcribing. All of the silly little errors which are so common in the work of secretaries who have not had this training are not found in the work of those who have developed skill in transcribing. Any fumbling state of learning must have the right directing to grow into competent skill where there will be a professional polish, endurance, and the things that make for commercial efficiency.

This plan is entirely in accord with the principle of learning which says that the learner should be given as much help as possible in becoming an intelligent learner. He is practicing all of the elements of the skill of transcribing in a manner which allows for the low-order habits to become perfected in and through the formation of higher-order habits. In this way there is no period of retardation or discouragement at any time in the learning process. The learner is not catapulted, as it were, into his transcription work.

Every transcribing-typewriting room should have a dictionary and at least one English grammar, a secretarial handbook, a book of synonyms, and a book of quotations. Definite instructions should be given as to how to use the dictionary. It is not expected that every stenographer will know how to spell, define, or divide every word in the English language, but he should know where to find that correct spelling, definition, or division.

New Techniques of Teaching Typewriting

The newer techniques in the teaching of typewriting emphasize the development of word control and phrase control through word and phrase dictation, or from selected lists of printed words. What about the stenogra-

pher who has developed these controls with only the printed word as the stimulus? Is this transition from the printed word to the shorthand symbol easily accomplished? Word dictation seems to be the best medium for the ability to typewrite words as a whole. Some practice in writing from shorthand symbols should be added, as well as writing from direct dictation to the typewriter that material which best serves as conditioning material. The transcription-typewriting teacher must be on the job and have a wide-awake interest in the work. In other words, the teacher should conduct so good a show that the pupils will concentrate at their maximum abilities throughout each classroom period. The teacher should be swift, accurate, definite, and above all make his teaching simple, direct, and interesting—and use the blackboard!

The teacher must teach the following in this first semester transcription class:

1. Ability to type smoothly with the eyes kept on the shorthand notes;
2. Ability to judge amount of typewritten space from the amount of shorthand notes;
3. Pupil-awareness of correct spelling and punctuation;
4. Effortless work habits so that time will not be lost and a maximum production of accurate work will be accomplished;
5. Ability to edit shorthand notes and decide when a wrong word has been dictated and when changes are necessary to convey the meaning that was meant.

All of these things can be done in the transcription-typewriting class with a decided improvement in the general typewriting ability. The breakdown in typewriting comes from the fact that the transcription is not taught but merely allowed to be a part of the program, with the result that bad habits are developed.

In all of this conditioning typewriting-transcription work, foundation habits are developed as follows:

1. Eyes are trained to follow shorthand outlines;
2. Typewriting is smooth because of this eye training and familiarity with spelling, syllabication, and punctuation;
3. Erasing is rarely used;
4. Correct typewriting technique is used;
5. Rapid and correct placement becomes a matter of course, with no time wasted on any feature of mechanics.

The definite gain in power and self-confidence that is developed in this early conditioning program is the reason that transcription in the next semester proves to be so superior. If such a program is not followed, the pupil (1) does not keep eyes on shorthand notes; (2) transcribes one word at a time; (3) is inaccurate in typewriting; (4) is slow in writing; (5) loses time by having to consult the dictionary too often, or, worst of all, does

not know when to consult the dictionary; (6) hesitates over punctuation; (7) erases too frequently; (8) uses faulty typewriting technique; (9) loses time in constantly lending or borrowing an eraser; and (10) loses time in getting started, estimating placement of material on page, inserting paper improperly, throwing carriage improperly, erasing, preparing carbon copies, making false motions, day-dreaming, and fussing with materials.

All of these faults can be avoided in this early training for transcription. A sure skill will be developed when each pupil works out this program of pre-transcription.

The habit of turning out accurate first copies can not be overstressed. At a recent meeting an employment manager spoke on how much specific technical skill the graduate must possess to be successful on the job. He told of experiences in his office with the high school graduate who did not have the right conception of turning out accurate copy. One girl lost her job because she continued to have the attitude that anything was good enough. It was pointed out to her that her letters and other typewritten material had to be returned to her repeatedly—a fact that she admitted. Somehow she had not deduced that her standard of work would have to be raised if she held her job. The lesson was a costly one, for she lost her job. Some of the teaching procedures advocated in this article will be considered perhaps as drill technique, which, when used as a teaching procedure alone, cannot develop the well-rounded ability that business needs. If, in addition to sufficient drill, the teacher includes an appreciation of high-grade work which must be accurately done, he will have developed a discriminating product that is employable.

The problem of improving transcripts through increasing the ability of the pupils to conform to the conventions of written English is a major problem which teachers of transcription have to solve. Improvement will not come by following a program which merely gives opportunities to transcribe without providing teaching to bring about improvement in general abilities. The substantial ability to transcribe cannot be attained through any plan of soft-pedagogy which seems to set up a functioning course without the proper foundation work laid in a conditioning course such as is outlined here. It is absurd to believe that anything like mastery of English, shorthand, and typewriting must be first attained before there is any blending of them in the work of transcription.

Teachers are in for a good deal of razzing these days because they fail to understand the full implications of the new psychology of learning. They should be interested in performing necessary experiments in their own classrooms, and not depend upon someone else to hand them a set of formulas on a platter and say, "At half past ten on Tuesday morning do this, and do it in this

particular way." Instead, every teacher should be expected to initiate some experiments of his own and follow through. For instance, would it not be a good idea if teachers understood what was meant by these statements? (1) Learning is a growth. Drill, experience, and repetition are symptoms of learning. We repeat because we are trying to learn; we do not learn because we repeat. (2) The medium of learning is understanding; it is systematic and logical, not mechanical. (3) There is no learning without the will to learn. (4) We learn by wholes rather than by parts, but the wholes must be selected to fit the learner's level of maturation. (5) All true learning is directed; it is not trial and error. Very much trial and error is symptomatic of an inadequate management of the learning process and of improper pacing. (6) Learning is promoted by dynamic teaching.

When teachers of transcription fully comprehend the philosophy of developing good transcribers, and when leaders in the work stop quibbling about the place where

this work should be started and apply good common sense, then, and then only, will much improvement be seen in this work. Perhaps when standards have been set, more and more schools will turn out stenographers who can transcribe 400 to 900 six-inch lines daily, exclusive of dictation time, which are about the minimum standards of a business office. Achievement will not be in terms of net words a minute over short periods—brief spurts of five, ten, or fifteen minutes—but in terms of amount produced over a reasonably extended period. The standard would be speed in transcription, rather than speed of taking dictation or words a minute in typewriting. In addition, right attitudes will have been built so that the perfect first copy will not be unheard of; proofreading for errors will be a habit—an awareness of what is right in spelling, correct use of punctuation, use of the right word, all will have become second-nature to the pupils who are instructed in this typewriting transcription program.

Transcription—Early or Late

By HELEN REYNOLDS
New York University, New York, N. Y.

TRANSCRIPTION is generally considered as a fusion of three skills—English, shorthand, and typewriting. A great deal has been said about the importance of developing the skill in typewriting to about 50 words a minute before beginning transcription. The ability to read shorthand notes fluently is also essential, and of course the student must have a working knowledge of the conventions of the English language. Reference to the *Business Education Index* for the last several years will also show many articles on the pretranscription training which should be given in the typewriting class. The marginal reminders in the first two books of the Gregg Shorthand Simplified series indicate the pretranscription skills which the authors believe the student should master in the shorthand class.

Actually, however, there has been little or no research to show that our present procedure of delayed transcription is the most economical or the most effective method of learning the transcription skill. The purpose here is not to advocate any particular way of teaching transcription, but rather to review recommended procedures and suggestions and to indicate the possibilities of experimentation in other methods.

The ultimate objective of all instruction in shorthand is the accurate typescript, produced in sufficient quantity and of such a quality as will meet the requirements of

and MARGARET H. ELY
Carnegie Institute of Technology, Pittsburgh, Pennsylvania

an office job. The employer does not care how this is achieved. What he does care about is that the end product is accurate and is mailed on time.

Factors in Favor of Delayed Typewriter Transcription

Just what are the factors in favor of delayed typewriter transcription? First, this concept is based on the idea, mentioned in the opening paragraph, that transcription is the fusion of three separate abilities—shorthand, typewriting, and English techniques; that if any one of these three is weak, it will break down under the impact of transcription for mailable copy, resulting not only in errors in the weak ability, but probably causing error elsewhere because of the transcriber's divided attention. For example, if the transcriber is weak in shorthand, he may make errors in typewriting, not because he is not a good typist, but because his shorthand weakness so disturbs his general control that the whole is disrupted. The reasoning for delayed transcription, therefore, has been that the remedy for this type of difficulty is to make each of the components of transcription so strong that at the point of greatest strength, under careful instruction, the three can be fused into a smooth-running whole.

Second, the concept of delayed typewriter transcription has the advantage of tradition. Formerly, and this

is still true in many schools, transcription as such was not a part of the curriculum. Traditionally, the theory of delayed transcription was carried out to its logical conclusion—no transcription until the transcriber was faced on the job with the necessity of converting good shorthand notes into a good typescript. It was thought, later, that some little experience in transcription before the student started his first job might be a good idea.

Third, the cost of equipment for early transcription may have been a factor in aiding the acceptance of delayed transcription as the best learning method. If all beginning shorthand students had also to be using the typewriter at the same time, instructional equipment costs might rise alarmingly. Under the delayed transcription concept, by the time transcription is taken, there is such a high mortality of shorthand students that only about a third of those who started shorthand are left to take transcription. This requires fewer typewriters. At the same time it must be remembered that typewriting itself, as a subject in the high school curriculum, now has the highest enrollment of any non-core subject. This, too, affects equipment costs.

A fourth consideration is that there are no materials for teaching transcription except as delayed transcription.

History of Suggestions for Early Transcription

Now what is the historical story for early transcription? In the first place, it is necessary to consider what is meant by "early." In many cases this has been interpreted to mean that transcription from shorthand should begin at the moment that students start to learn shorthand, on the assumption that typewriting has already been developed at an earlier time—possibly one semester or one year before shorthand learning begins. Here are some ideas that have been presented to substantiate that point of view.

In December 1934, James M. Thompson¹ said that good typists (as students) may be poor transcribers and that good shorthand readers may be poor transcribers. He continues with this statement:

The reason for the difficulty encountered in executing these two performances at the same time is undoubtedly the lack of actual practice in doing it. Obviously, then, dictation should begin from the very first lesson in shorthand and with it transcription.

In January, 1935, Frances Botsford² indicates that too much plain-copy typewriting before transcription may actually interfere with transcription ability, since in plain-copy typing the student is not concerned with English or with meanings, hence it is not receiving train-

ing useful in transcription. Furthermore, if transcription is begun early in shorthand learning, the shorthand material itself is simpler; hence the transcription problem is simpler—power in typing and in transcription can be built simultaneously.

Arnold C. Condon³ reported a study in 1945 in which he showed that there was slight, but enough, better learning resulting from early transcription to recommend that transcription from the beginning of shorthand learning be accepted as a method.

Now for a little different point of view with regard to the psychology of beginning transcription early in the student's learning life, here is a statement made by Vernal Carmichael⁴ in 1934.

Modern pedagogy demands that transcription be started very early, even during the first few weeks of the first semester of shorthand study. Since it takes practically one semester for a pupil to learn how to operate the typewriter with any degree of skill, it seems right to assume that the stenographic learner should begin the study of typewriting one semester in advance of the study of shorthand . . . If the learner is to be a good transcriber, he must begin his transcription study early and continue this study throughout his shorthand course.

The significant things in this point of view are the early beginning and the possibilities of continued growth. The "modern pedagogy" of which Carmichael speaks implies several things. One is that things should be learned in the way in which they are later to be used. Shorthand, as indicated earlier in this article, does not exist as a separate entity. It is useful only in terms of the typescript. It is perfectly feasible, if the equipment is available, not only for students to transcribe from the beginning, but to learn typewriting from shorthand and hence never to have to make adjustment from typed copy to shorthand copy as the source of the completed typescript. As indicated by Botsford, this may result in better transcription because the student has never learned the non-critical method of typewriting.

This is in line with Mursell's⁵ philosophy as expressed in *Developmental Teaching*. If transcription is begun simply and early, then on cyclical repetitions the learner becomes adjusted by easy stages to all the problems of transcription—he is able to absorb new learnings on the basis of the old ones and constantly to expand his control. Early shorthand is simple and easy to transcribe; problems of punctuation, display of typed material, and so on, can be introduced easily throughout the cycle, so that in the end good transcription—rapid and accurate—is the result of a continuous growth.

¹ Condon, Arnold C. *A Comparative Study of the Transcription and the Functional Methods of Teaching Elementary Shorthand*. Ph.D. thesis, New York University, 1945.

² Carmichael, Vernal H. "What Typing Instruction Is Necessary to Develop Skill in Transcription?" *The Business Education World*, December 1934, p. 287.

³ Mursell, James. *Developmental Teaching*. New York, McGraw-Hill Book Company, 1949.

¹ Thompson, James M. "What Typing Instruction Is Necessary to Develop Skill in Transcription?" *The Business Education World*, December 1934, p. 288.

² Botsford, Frances. "Typing for Transcription." *The Business Education World*, January 1935, pp. 371-2.

"The ultimate objective of all instruction in shorthand is the accurate typescript."

Here are some suggestions as to how this might be achieved.

In a list of eight steps useful in developing transcription from the beginning, Frances Doub North⁶ says:

2. Give shorthand and typing concurrently, and on the tenth day have the class transcribe sentences from their own notes. They may be first typed, then dictated, then transcribed from shorthand notes.

In September, 1947, Helen Halbersleben⁷ says:

The best time to begin transcription is at the same time the student begins the study of shorthand. . . . At this stage in her progress, the student does not expect to be proficient in transcribing, hence, is not discouraged when her transcription rate is slower than it is when typing from print. By starting transcription immediately, the student feels that she is really on her way to becoming a stenographer. For those students who gain a ready facility in typing from shorthand characters, this is a particularly satisfying experience. After a period of transcription, the student has a sense of accomplishment; she feels that she has done what the stenographer does—type from shorthand notes.

The author goes on to say that the very simple plate material, which the student can read fluently, is used for these first transcriptions. One fifty-minute period each week is devoted to transcription, and the plates to be transcribed are assigned in advance so that the student has ample opportunity to study them. During the first transcription class, the first week of the shorthand learning, the work is not timed; but after that, each period is broken up into ten- and fifteen-minute writings. The student does some transcription from dictated notes as well as from plate shorthand. The material which is to be transcribed from notes has been practiced and all problems of punctuation and related English usage discussed during the week. The difficulty of these problems is increased very gradually.

At the end of the same article is this paragraph:

We begin transcription at the same time we begin shorthand because to start transcription of simple, easy material after the student has attained a definite degree of proficiency in shorthand is to retrogress from the student's point of view and is thus discouraging. It is natural for the student to have simple, easy material for transcription when she starts transcription at the same time she begins the study of shorthand.

Fred Tidwell⁸ gives as an important reason for our interest in early transcription "the realization that it is more effective and more economical to include at the beginning of a course as many of the skills as will be found later on the job." He also says that the early learning processes should approximate in so far as possible true, life-like situations even though these situations be simple ones. Teachers who feel that "early

transcription" really means *early*, he says, would teach transcription as the primary skill and let shorthand and typewriting, as such, emerge from the transcription. This is in contrast to the use of "early transcription" to mean beginning formal transcription sometime after the learner has mastered enough shorthand so that he can take simple connected matter and after he has acquired a speed of 20 to 25 words a minute on the typewriter.

Tidwell emphasizes the fact that one of the objectives of beginning typewriting is to get the learner to write by whole words as soon as possible. He indicates an advantage to learning typewriting from shorthand symbols by saying: "When the learner is given the shorthand symbol for the word *the*, he has but one stimulus from which to make four separate responses. Isn't this the same thing we do when we ask the student to look at the word *the*, pronounce it as a word, and then type it?" He sums up the advantages of early transcription whether it is begun the first day or near the beginning of the shorthand course by saying, "In either case, the learning period is reduced so that the learner actually gets three skills—shorthand, typewriting, and transcription in the time that is usually devoted to two. In other words, he gets one *free*."

It is, of course, true that much typewriting is done by stenographers from some form of copy other than shorthand notes. If typewriting skill were developed first from shorthand notes, some kind of adjustment program of teaching would probably be necessary to develop this ability. Here is a suggested procedure. When all necessary responses have been established to a sufficiently large number of shorthand outlines, those responses may be conditioned through acquaintance with a different stimulus. This may be done through dictation to the machine, composition at the machine, and eventually by reading and typewriting the printed page. Time factors involved here, as well as the quality of the learning, may make a very interesting study.

The constant development of typewriting skill as well as shorthand skill must be the central theme of any program of instruction based on transcription from the beginning.

Administratively thinking, those who are learning typewriting, but not shorthand, should be placed in different classes. This is not possible in schools having just one beginning typewriting class a day; but the same materials, in typewritten or printed form, could be used; and a mixed class of shorthand and non-shorthand learners could learn to typewrite in the same class. The problem here, of course, becomes one of teaching materials. Most teachers just do not have the time to create the materials and also do the teaching. Here is another possibility of experimentation.

⁶ North, Frances Doub. "Typing for Transcription." *The Business Education World*, January 1935, p. 372.

⁷ Halbersleben, Helen. "Begin Transcription When You Begin Shorthand." *The Journal of Business Education*, September 1947.

⁸ Tidwell, M. Fred. "Transcription in the First Semester." *American Business Education*, May 1949.

Transcription Factors and Procedures

In teaching transcription teamwork is needed between the teacher and the pupil.

By IRENE PLACE
School of Business Administration
University of Michigan
Ann Arbor, Michigan

DID you know that a transcribed business letter costs between 75 cents and \$2, and that one-third of this is transcription cost? At this rate, the minimum cost to a business that writes only twenty-five letters a day is \$18.75; \$93.75 for a five-day week, or about \$100 a week. This uses up the net earnings on \$1,000 worth of business, provided earnings are at least 10 per cent of the sales dollar.

Did you know that 25 per cent of all first-class mail in these United States is estimated to be business mail and that an average of 2 billion pieces of first-class mail are handled daily; 18 million in New York City alone!

Yes, business letter writing is big business—an important activity—a vital segment of men's efforts to communicate with each other. To some extent, business teachers are in the driver's seat in this situation because they instruct (or are supposed to) those who dictate and transcribe business letters. What do you do to teach your stenographic pupils the importance of communication and business letters in business? What do you do to teach them to transcribe?

It is generally agreed that transcription is a composite of several skills and abilities—primary and subsidiary. The primary transcription skills are: (1) *Typewriting*—speed, letter format and placement, legible carbons, neat erasures and corrections, addressing of envelopes, ability to edit and knowledge of preferred editorial practices, syllabication, and ability to type numbers accurately; (2) *English*—punctuation, expression of numbers and symbols, capitalization, spelling, grammar, and vocabulary; and (3) *Shorthand* (unless machine dictation is used)—ability to read and write shorthand and handle a notebook efficiently.

The subsidiary transcription abilities are: (1) care of the machine; (2) general ability to exercise job intelligence and work under pressure; (3) recognize need for accuracy and follow-up; (4) recognize need for getting help from the dictator if the dictation cannot be understood; (5) use reference books, especially the dictionary, when needed; and (6) verify numerical data and spellings when the slightest doubt is felt. These primary and subsidiary skills and abilities form the basis for teaching transcription.

Even though the need for stenographers is steadily increasing, enrollments in shorthand classes continue to

be small. As a result, there is an all-time shortage of stenographers in business today. To alleviate this situation, offices are turning to dictating and transcribing equipment of all types—plastic disc, tape, belt, wire, and even the old wax cylinders and acoustical equipment. For this reason, schools are urged to make dictating-transcribing equipment available to all stenographic pupils, even when office machines are not taught as such and a "machines" laboratory is not maintained. In fact, "two birds can be killed with one stone" here because dictating-transcribing machines can be used to provide all the dictation a shorthand pupil has the time and energy to take. Teachers may wish to make recordings of all the lessons in the textbook. This not only makes it possible for pupils to "take dictation" during free hours at the same time that they become familiar with the equipment, but it relieves the teacher of extra dictation periods.

The time spent in gaining skill in machine transcription depends somewhat on the skills already possessed by the pupil—plus good hearing. If typewriting speed and accuracy are high and general stenographic requirements such as judgment in placing letters, facility in assembling and handling materials, and skill in grammar, punctuation, spelling, and editing are good, perhaps two or three one-hour periods will be enough. The actual procedure of starting a dictating-transcribing machine—listening, stopping, typing, and restarting the recording—is relatively simple and easily learned. The practice, therefore, of keeping a pupil at a transcribing machine for several months or a semester is questionable. Since it is not a good device for teaching typewriting, its use is justified only for teaching machine transcription. A transcribing machine should not be used for busy work.

Shorthand Transcription

Shorthand transcription is the ability to reproduce dictated material in *mailable* form at a reasonable rate. It is a composite of the same skills and attitudes used in machine transcription—plus the ability to write and read shorthand. It is, in fact, the end result of the study of shorthand. Unless a pupil can transcribe shorthand effectively, there is not much use in being able to write it.

The teacher should not just jump into transcription from the fundamentals of shorthand. He should bridge

"... a good transcription rate for advanced students is 25 to 30 words a minute."

the gap by such things as pre-testing the skills that are basic to transcription and by helping pupils, however he can, to develop increased facility in them. Give the pupils plenty of opportunity to transcribe from the textbook and to read both their own notes and those from the textbook. Drill and review such factors as how to read notes when transcribing, notebook "housekeeping" habits, the making of carbon copies, addressing envelopes, proofreading, spelling, punctuation, hyphenating, and finally the entire matter of work habits and the prepositioning around the typewriter of materials used when transcribing.

The transcription teacher should be fully informed about what is taught in business writing and typewriting courses. An ideal situation is where there is rapport among the teachers concerned; where agreement has been reached about such details as whether *per cent* is written as one or two words, whether a seventy- or sixty-space line should be used for long letters; and whether fewer than four lines should ever be omitted between the date and the inside address. If there is understanding even without agreement among these teachers, the job of teaching transcription is easier. The transcription teacher is then more likely to be free to concentrate on the task of helping pupils develop the ability to *turn out mailable transcripts at a reasonable rate of speed*.

Mailable Transcripts

As far as business is concerned, transcription standards involve two things: quality and quantity. To be of value, transcripts must be mailable. Obviously there is not any point in having quantity if the transcripts are not mailable.

What constitutes mailable copy? Since the personal element is dominant in business writing just as in other types of writing, no absolute rules or criteria for mailable copy are possible. As surely as one study shows that a letter is not mailable if it contains misspelled words, one finds Mr. Big Boss who does not mind a misspelled word—he merely corrects it with his pen—but he "raises the very roof" when one of his pet expressions is tampered with. The following factors are mentioned, however, by both business teachers and businessmen as most likely to make a typewritten transcript unmailable: (1) errors in spelling, (2) poor erasures, (3) overstrikes, (4) bad punctuation errors, and (5) losing the meaning of the dictator. Other factors affecting mailable copy but depending somewhat on the situation are: (1) poor placement of the letter, (2) soiled and generally "tired" looking, (3) words incorrectly syllabicated, (4) typographical errors, (5) capitals off the line, (6) uneven typewriting, and (7) not meeting a deadline. These factors influence the grading of transcripts.

Grading Transcripts

In grading a transcript a *judgment* about the factors just listed must be made. If a letter contains an erasure that "steps out and hits one between the eyes" as he reads, that letter probably is not mailable. Another letter may contain erasures that are so neat they can hardly be detected. If other factors are all right, this transcript will be mailable. It is not these two extremes that are hard to evaluate; it is the in-between situations.

Notifying a pupil whether, in the teacher's judgment, his transcript could actually be used in a business situation should be done as simply and directly as possible. He should be told whether the transcript is *very good*, *fair*, *questionable* (corrections need to be made), or *no good at all*. A grading scheme that conveys this information, and that pupils seem to like and understand, is to mark each letter as follows:

1. *Mailable plus*—excellent transcript, perfect, clean, neat, even typewriting, everything as it should be.

2. *Mailable*—acceptable, accurate, perhaps a comma or two missing, a detectable erasure, or a substitution in transcription although the meaning was retained.

3. *Mailable minus*—possible but questionable, probably could be mailed if a correction is made or if the "boss" is not too particular about the placement of letters or the evenness of the right-hand margin. Some teachers require that pupils make the necessary corrections and return "mailable minus" transcripts. If this is not done, the item drops to a "not mailable" classification. It is questionable whether this practice, which requires extra time on the part of the teacher, improves transcription skill enough to justify its continuance throughout a semester.

4. *Not mailable*—misspelled word, typographical error, terrible erasure, error or omission in transcript, or the transcript does not make sense.

Some teachers may feel that this grading scheme does not allow for enough gradations. One teacher, in fact, modified it. "Mailable⁴" meant something different (to her) from "Mailable¹." Likewise she used "Mailable Minus¹," "Mailable Minus²," and so on. It is questionable whether these distinctions were any more meaningful to the pupils than a numeric or alphabetic grading scheme. Is a *C* letter mailable or not? Are letters graded with a 3, 4, or 5 mailable? As was said earlier, in transcription a pupil is primarily interested in knowing whether the letters he transcribes are good enough to be used in business. If they are not, it is part of the teacher's job to tell him so, directly, and to help him achieve an ability to transcribe letters that are *mailable*.

Transcription Rate

How fast should a pupil be able to transcribe? This is indeed a moot question and will probably remain so. Transcription rates depend on several factors: the length

of the item being transcribed, the skill of the dictator (especially when machine dictation is used), the transcriber's familiarity with the vocabulary, whether the notes have been pre-read, interruptions, the number of carbon copies being made, whether supplementary materials must be gotten from files, and even to some extent upon such things as the temperature, time of day, and general disposition of the typist as well as the level of skill of achievement. In spite of these variables, however, it is being suggested more and more that the transcription rate should be two-thirds the straight copy type-writing speed. This criterion is without adequate substantiation. It is growing like Topsy because no one is in a position to take issue with it, but it does not necessarily follow that it is a good criterion. A more realistic one is the average transcription rate achieved by a class that has been *taught transcription*. This assumes that in addition to other factors already mentioned, pupils are taught such things as:

1. How to organize the tools and supplies used when transcribing; that is, the make-ready operations.
2. How to read shorthand notes and in the case of machine transcription how to proceed smoothly and efficiently through the operational cycle of *start, listen, stop, type, start, listen* . . . (repeating the process).
3. How to handle envelopes, carbons, eraser, and other materials quickly.
4. How to avoid interruptions.
5. How to make corrections and erasures quickly.

As a result of figuring average transcription rates for some years, the writer has come to the conclusion that a *good* transcription rate for advanced students is 25 to 30 words a minute. This rate is for a one-half hour period and includes the making of two carbon copies of each letter transcribed—with corrections and envelopes.

Forcing Transcription Production

Nearly every transcription class has a Mary Slowpoke. She never gets anything finished. Even when transcribing previewed material from a textbook, Mary does not get more than a few lines transcribed because she got her carbon paper in backwards or she erased a hole into the stationery, omitted a line, or tore the paper when she returned the carriage. Mary is not making the progress the teacher would like because she is losing too much time in "make-ready" activities and accidents.

Then there is Jean Takavacation. She does not get more than one letter transcribed during a class period mostly because she does not have the drive to do more. She dreams a bit after she finishes a letter, looks at it with unseeing eyes for some time before she takes it from the typewriter and leafs through her notebook a few more moments looking for the next item to tran-

scribe. It also takes her several minutes to make up her mind about which style letterhead to tear from her transcription pad next.

A plan that seems to help these perennial problem pupils is the following:

Dictate five, eight, or ten one- or two-minute letters. After dictation, all pupils get ready at the same time to transcribe the letters they got best. As they "make ready," the teacher writes their names on the blackboard. As each pupil becomes ready to transcribe (letterhead and carbons in the typewriter, margins set, carriage in position to begin the inside address) she raises her hand and the teacher records the time—to the half minute—at which she began. If Mary Slowpoke began at the time shown on the watch, the teacher would write 38.5 after her name. Later, just as Mary is about to take the letter out of the typewriter (she has proofread and made corrections) she again raises her hand and the teacher records the time now shown on her watch—in this instance, 44.

Mary Slowpoke 38.5-44/

This means that it took Mary 5½ minutes to transcribe the letter. Addressing an envelope may be included in this exercise if desired.

Mary has been told that the letter contains 103 words (announce the number of words in each item the teacher dictates), so she divides by 5.5 and indicates under the identification initials on her letter that she transcribed it at the rate of 19 words a minute.

The motivation resulting from this plan is good. When Jean Takavacation sees that Mary Slowpoke transcribed three letters while she did only one, she tries to mend her work habits. Other favorable results are:

1. Each pupil has an opportunity to experience *completing* a transcript. This is not true when pupils are started and stopped at the same time. The slowest ones do not always finish.

2. Pupils are in competition with each other—without calling particular attention to this fact. At the end of the period, the blackboard record shows:

Mary Slowpoke 38.5-44/ 44.5-51/ 53-58

Jean Takavacation 42-44/ 53.5-56.5

Notice the time Jean lost between transcripts.

3. This procedure also keeps the teacher on her toes. Pupils feel that the teacher is participating more personally in their transcription efforts since she is not so likely to be sitting at a desk checking papers.

When the forced transcription production plan is used, students should be graded on the number of *Mailable plus* or *Mailable* letters as well as the number attempted during a semester. What is a reasonable number to expect? Here again, it depends on the skill achievement

(Please turn to page 41)

"The transcription standards and grading systems will vary from one school to another"

Standards and Grading in Transcription

The teacher must consider many factors in setting up standards in transcription.

By RUTH I. ANDERSON
North Texas State Teachers College
Denton, Texas

OF ALL the problems that perplex teachers in the grading of skill subjects, perhaps none is more complex than that of proper standards and grading techniques in transcription. So many factors are involved in transcription skill that it is difficult for a teacher to determine how to arrive at a grading plan that will prove to be even partially effective.

Perhaps it should be made clear at the very outset of this discussion that the suggestions given here are designed for the school situation which includes two years of shorthand in the curriculum. In those schools in which only one year of shorthand is offered, unless the subject is taught two periods a day instead of one, it is practically useless for the teacher to try to set up any special grading plan for transcription. About all the teacher can hope to accomplish in such a situation is to teach his students a few basic principles of transcription and give them a little practice in writing mailable transcripts. As far as any production work or the building of transcription speed is concerned, most teachers agree there is insufficient time in a one-year course to give any consideration to these factors.

The transcription standards and grading system which will be set up by the individual shorthand teacher will vary greatly from one school to another depending upon the manner in which transcription is introduced and taught. If the teacher introduces machine transcription the second semester of beginning shorthand and gradually increases the emphasis on transcription in second-year shorthand, then he may develop a set of standards for each semester. However, if primary emphasis is placed on transcription during the fourth semester of shorthand, then the teacher will wish to develop a set of standards which will be suitable for that teaching approach.

Problems Involved in Transcription Standards

In setting up standards in transcription the teacher must consider many factors. These include: (1) difficulty of the dictation material; (2) length of the dictation period; (3) length of the transcription period; (4) length of the individual letters included in the dictation; (5) range in the nature of the dictation material; (6) speed of the dictation; (7) typing of envelopes and carbons; (8) mailability requirement; (9) transcription speed requirement.

All too often teachers adopt satisfactory standards in transcription but then make it unusually difficult for their students to reach those standards through their own incorrect teaching practices. For example, if the teacher dictates long two- or three-page letters, the transcription rate of his students will be seriously reduced. If he dictates material with a business vocabulary that is completely foreign to his students, they again will be unfairly handicapped. If he dictates at a rate beyond the dictation speed of some of the members of the class, these students will be unable to transcribe the material at all, let alone do so at a reasonable rate of transcription speed. A group of letters all dealing with the same subject will usually constitute an easier transcription situation than a group of letters dealing with widely varied subjects. Dictation consisting of entirely short letters will make it possible for students to increase their transcription rate far above their average rate. It is small wonder that the beginning shorthand teacher worries about the problem of a satisfactory grading system in transcription.

In addition to the foregoing problems, there are many teachers who believe that if the teacher merely dictates a group of letters and then "times" the students on their transcription production day after day, he is doing little more than testing, even assuming that he has followed acceptable procedures in introducing transcription earlier in the course. There are many teachers who want to give their students practice in transcribing a few unusually long letters, in transcribing office memoranda, and in transcribing letters with tabulation problems, with side headings, with unusual punctuation difficulties, and with capitalization problems. Such dictation may represent excellent material for transcription practice, but it is seldom good material for production work in transcription.

The high school teacher will have to decide how many periods he can devote to transcription in advanced shorthand and then set up a plan whereby he can make the most effective use of these periods.

A Grading Plan for Transcription

At Texas Christian University in Fort Worth machine transcription is introduced at the beginning of second-semester shorthand. Emphasis is placed upon correct transcription techniques with little stress upon produc-

"Transcription standards in the classroom must be high enough to prepare students for office situations."

tion rate. In the second year of shorthand, an extra period is devoted to transcription three days a week during the second semester. This allows approximately 48 hours for transcription during the last semester that the student is enrolled in shorthand.

The first two periods of each week are devoted to transcription problems. For example, during the first two weeks all dictation emphasizes the use of commas. The students review the rules given in their reference manual and all letters selected for transcription illustrate the application of these comma rules. Each week another problem is selected for emphasis such as the use of the hyphen and hyphenated words, the use of figures, capitalization, the dash, apostrophe, and quotation marks, long two-page letters, office memoranda, letters with side headings and tabulation problems, and the preparation of multiple-carbon copies. During the last month considerable time is devoted to the dictation of actual business letter material collected from various businesses throughout the country and the dictation of material under simulated office conditions, with corrections and deletions.

Students are not given a letter grade on their work during these two periods each week since new transcription problems are usually involved. However, they are required to complete all material dictated for transcription and must type the letters until they are mailable. This is true in all their work in transcription.

The third transcription period of each week is devoted to routine dictation of letters of varying lengths and is called a transcription production period. Every effort is made to select letters of average difficulty which do not contain unusual transcription problems. The material is

dictated at 80 words a minute at the beginning of the semester and the speed gradually increased up to 100 words a minute. No effort is made to dictate material for transcription at higher rates of speed since at no time are students asked to transcribe material which was dictated at a rate too fast for them to transcribe accurately. In other words, all dictation for transcription is given 20 words a minute below the students' top dictation speed. In this way the students' notes are legible and can be read without undue hesitation. Some teachers may prefer to give a series of letters at different rates of speed for the various levels of dictation within the class. This is commendable but requires much more class time than is necessary otherwise.

The dictation is given during the shorthand period so that the students may have the entire transcription period for production work. The students are required to prepare carbon copies and envelopes for all letters and timing is begun as soon as the period starts. No time is allowed for prereading of notes or assembling of carbon packs. Students transcribe either until they complete the dictation material or until the end of the period. This means that most students transcribe for approximately fifty minutes. Students are warned when the end of the period is approaching so that they can complete the letter on which they are working and compute their transcription rate. No credit is given for partially completed letters since every effort is made to teach students the necessity of completing all work which is begun.

Credit is given only for mailable letters. No credit is allowed for correctible letters. As this is the "finishing course" in shorthand and transcription, it is felt that students should learn to proofread for themselves with-

EXHIBIT 1.—STANDARDS AND GRADING CHART FOR TRANSCRIPTION

Date	No. of Letters	Mailable Letters*		Grade			Transcription Rate*		Grade		
		Minimum	Recommended	A	B	C	Minimum	Recommended	A	B	C
February 14	5	3	4	5	4	3	15	17	17	16	15
February 21	5	3	4	5	4	3	16	18	18	17	16
February 28	5	4	5	5	4	3	17	19	19	18	17
March 7	5	4	5	5	4	3	18	20	20	19	18
March 14	6	4	6	6	5	4	19	21	21	20	19
March 21	6	4	6	6	5	4	20	22	22	21	20
March 28	6	4	6	6	5	4	21	24	24	23	21
April 4	Office Dictation										
April 11	7	5	6	7	6	5	22	26	26	24	22
April 18	Office Dictation										
April 25	7	5	6	7	6	5	23	27	27	25	23
May 2	7	5	7	7	6	5	23	28	28	26	23
May 9	Office Dictation										
May 16	8	6	7	8	7	6	24	30	30	28	24
May 23	9	6	8	9	8	6	25	30	30	28	25

*Mailable letters represent two-thirds of final grade; transcription rate, one-third.

"A stenographer should be able to produce a day's work for a day's pay."

out expecting someone else to find their errors. It has been our experience that giving partial credit for correctible letters simply encouraged poor proofreading habits.

The transcription rate is figured on the basis of mailable transcription rather than gross transcription. Many teachers measure their students' transcription skill on gross rate instead of mailable rate. Oftentimes there is little relationship between these two figures. Students are timed and compute their transcription rates once a week.

On production days students are graded according to chart (Exhibit 1). The reader will note that the required transcription rate increases gradually throughout the semester, as do the number of letters which students are expected to be able to complete within the 50-minute period. The amount of material dictated for transcription ranges from approximately 800 words at the beginning of the semester to 1400 by the end of the semester. A separate grade is given for mailability and one for transcription rate. As is shown in the footnote, the mailability grade has a weighting of two-thirds on the final grade and transcription rate, one-third. It is the feeling of the shorthand teachers that more emphasis should be placed on mailability than on transcription speed though, of course, the latter is also important.

No extra credit is given for perfect letters since few teachers have time enough to check the copy to see whether the letters have been transcribed perfectly. Also few businessmen would take the time to check in such detail or would even know whether their stenographers gave them verbatim transcriptions of their dictation.

Major Weaknesses in the Grading Chart

There are obviously two major weaknesses in the grading chart. First, it is possible for a student to receive a satisfactory grade on mailability yet receive a low grade on transcription rate. However, the probability of this actually occurring is relatively slight. It occasionally does occur but not often enough to cause any particular difficulty. Second, no allowance is made for letters of varying lengths. Teachers who wish to show the relative value of different lengths of letters would need to apply a point system to this chart such as is recommended by Leslie.¹ For example, the teacher might give the students one point for a mailable letter of 150 words or less, two points for a mailable letter from 151 to 250 words, and three points for a mailable letter of 251 to 350 words. Then the letter grade would be assigned on the basis of the number of points which the student received on his

mailable letters. This would represent a refinement of the grading scale, but it would introduce further complexities into the grading situation and it is quite likely that in actual practice such a refinement would have little effect upon the student's final transcription grade.

No provision is made in the grading scale for any rating below that of C, since any grade below C on the advanced level of training certainly represents an unsatisfactory standard of achievement.

The grading scale is distributed to the students early in the course and explained to them. Naturally it would be most unusual if a student progressed exactly as do the rates given in the chart. However, it does give the student an indication of what he should be able to do at a given time in the semester and a goal toward which to work.

Some teachers may feel that a transcription rate of 25 to 30 words a minute at the end of the semester scarcely represents a satisfactory standard of achievement. However, it must be remembered that this is a mailable transcription rate and includes every activity performed by the student throughout a fifty-minute period, including assembling carbon packs, addressing envelopes, and proofreading. Actually the student who can achieve a production rate of 30 words a minute or who is able to transcribe seven or eight letters within the period has attained a high level of achievement. It is not easy to reach such a production rate for a sustained period of time. It should also be remembered that in an office situation the secretary frequently transcribes letters containing familiar vocabulary so that he is able to develop a higher level of transcription skill than can the student who is constantly dealing with different types of vocabulary in transcription.

Whether the teacher grades his students according to mailable words a minute transcribed or according to the number of letters completed within a given period of time, emphasis must always be placed upon the production of mailable material. Elaborate systems have been devised whereby points are deducted for various types of errors. Such systems are misleading and encourage the students to think that errors are not particularly important. But businessmen are interested only in mailable copy and whatever standards the transcription teacher sets up should be based on this objective.

On the other hand, shorthand and transcription teachers must begin to recognize that in an office a stenographer or secretary must be able to produce a day's work for a day's pay. This does not mean the secretary must constantly work under pressure, but when a rush job is to be completed, he must be able to produce accurately and rapidly. Therefore, transcription standards in the classroom must be high enough to prepare the students to meet such office situations.

¹ Leslie, Louis A., and Zoubek, Charles E., *Dictation for Mailable Transcripts*. The Gregg Publishing Company, New York, 1950, pp. iii-x.

The Role of Television in Teaching Transcription

Dynamic supplementary instruction by classroom television is awaiting our vision.

By EUGENIA MOSELEY
George Peabody College for Teachers
Nashville, Tennessee

TELEVISION is no longer in the realm of the formidable for classroom instruction. In the challenge, "Television for education waits upon the vision of educators,"¹ may be seen the alert signal for all teachers. The potentialities that television holds for making learning more interesting and vital are legion. For business education teachers, dynamic supplementary instruction by classroom television is awaiting our vision—the vision which will add this newest teaching tool to our already "tried and true" audio-visual teaching aids.

A Janus look, however, at these media of instruction quickly brings us to the realization that television will not supplant motion pictures and radio in teaching. One recalls that radio did not make recordings obsolete; neither did motion pictures replace the lantern slide. The special function which each of these aids to teaching serves has in no sense been replaced. As one looks to the future, one might say that television will add "something new" to education; it has a unique function which it alone can serve.

There is no direct evidence to substantiate an evaluation of the value of teaching specific skill subjects such as shorthand and typewriting by means of television. It is, however, the belief of educational television authorities that almost all, if not all, the teaching fields are capable of effective television broadcasts. The types of education which appear to lend themselves more readily to telecasting are in the vocational and professional fields such as medicine, law, engineering, agriculture, business, and home economics.

Based on the belief that shorthand and typewriting are sound "teachable topics" for classroom viewing, this discussion deals with one phase of the learning cycle in shorthand, that of transcription at the typewriter. A further delimitation narrows the discussion to the beginning stages of transcription.

The potentialities for the improvement of transcription through the interest-packed medium of television have not yet been tapped. To envision what stimulation to learning television could hold for beginning transcription students, the shorthand teacher has only to ask these questions:

1. What are the initial difficulties that confront the transcription beginner?

2. What decisions (and there are many!) do students face in attempting to produce mailable letters?

3. What type instruction is most effective at this stage of learning?

The basic question for every shorthand teacher is "How?" Yes, how can the problems which these questions imply be solved? How can instructors teach so that they may stimulate the highest learning potential? One of the answers may be found in the resolve to put television to work. Undoubtedly there is a place for dynamic transcription instruction through this newest teaching tool.

The case for television transcription supplementary to classroom instruction is rather substantially founded on the advantages which would stem from in-class-viewing experiences. Among some of the most apparent of such advantages are the following:

Television vitalizes and dramatizes teaching by giving the students long-range eyes with which to look outside the classroom. Specifically, an opportunity to look *inside* the office of a topflight secretary who is efficiently performing the duties for which the class is being taught is motivation at its best. The individual approach as a force cannot be denied. A vivid, living personality, transcribes letters—all before the very eyes of students who are doing extra learning because of the psychological effect of the "now." This is in contrast to films, where everything is real, it is true, but is in the past. Even in broadcast documentation, although it is in the present, the realness is lessened by the disembodied voice. The combination of sight, sound and immediacy has the power to unlock a treasure chest of learning experiences.

Close-up shots eliminate the possibility of the "tenth-row lag." Not only can the typewritten page and the shorthand notes be in reading distance, but dictation and transcription can also be televised for the purpose of demonstrating good techniques. With "eyes on the copy"—an admonition so familiar to us all—the shorthand characters become typewritten words. The tricks of magnification, which television permits, may also aid in giving added emphasis to the transcription process at strategic times. How helpful, for example, would be a close-up, showing outlines which constitute the most frequent spelling hazards being typewritten into *correctly* spelled words!

(Please turn the page)

¹Farley, Belmont. "Vision and Television" *The Journal of the National Education Association*, May 1951, p. 357.

"... an element of 'showmanship' seems to be the requirement for the most effective teaching."

Preparation for a Television Lesson

Both televising and televiewing for classroom use present problems—not of insurmountable proportions, but problems which demand careful analysis and subsequent solving procedures. A completely rewarding response to a telecast does not "just happen." Advance plans in all directions is the responsibility of the teacher. A careful check on all physical factors takes into account the type of teleset, screen size, and shape and size of the classroom. Even lighting, ventilation, and seating should be considered. Contrary to popular thought, lighting presents no handicap to students' note-taking; total darkness during a telecast is not necessary. Television viewing screens are about ten times brighter than motion picture projection levels.

The teacher's responsibility does not cease after the comfort of the class is insured; not that comfort is to be minimized, but to be emphasized is the mind set of the students and their attitude toward in-class-viewing. Primarily in the minds of youth is the concept that television is an invention designed solely for entertainment. The acceptance of television programs for instructional purposes is only a matter of conditioning. This conditioning is assured when left to the ingenuity of an enthusiastic teacher.

The effectiveness of each telecast will be reflected in direct relation to the preparation for its reception. A student guide in the form of a script or a similar pre-viewing device should be made available to both teacher and students well in advance of the television demonstration. This guide in the hands of the teacher would undoubtedly serve as a glorified lesson plan; its attention-getting power would most probably carry it one step nearer the realization of certain goals than the traditional plan.

There can be no disagreement that preparing the class for a telecast is sound pedagogy. A strong follow-up is equally sound and essential. Admittedly, the job would not be an easy one. The competition of a televised lesson which has just pushed back the walls of the classroom and bid the potential secretaries enter an attractive office to wear Cinderella's glass slippers for a few moments would be competition of the highest order. The opportunity, however, to capitalize on the enthusiasm and interest which the on-the-spot demonstration promoted should be a challenge to any teacher. It would indeed be an enviable opportunity!

The point of origin for programming an educational broadcast holds a highly responsible trust. Before the implementation of a suggested programming pattern, it is necessary to make decisions. Among the most important ones, it would seem that these are paramount: (1) The adaptability of the subject area to effective presentation on television; (2) the agreement on clear-cut ob-

jectives for each telecast; and (3) the choice of suitable personnel for demonstrations or lectures.

There are three decisions which must be made in the light of their application to transcription training. The high potential for televised transcription tips that make lasting impressions is the answer to the first implied question. The specific ultimate objective is, of course, teaching for mailable transcript. To make the decision for each telecast objective is no problem. The immediate objective of each broadcast would take care of itself as the telecasts progressed from the simple to the complex.

How should personnel be chosen for the most effective presentation of transcription procedure? Again, the answer revolves around the type program being televised from week to week. A shorthand teacher with enthusiasm for the subject—an ounce of imagination and skill in presentation—is the unanimous choice. Whether in the classroom or on television an element of "showmanship" seems to be the requirement for the most effective teaching. The choice of superior students for demonstrations from time to time should be most rewarding. The personality requisites for a student are no different from those of the teacher. Both performers should possess naturalness, spontaneity, friendliness, and an evidenced desire to *share* with the classroom audience.

Suggested Programming

The educator's dream is that television in the classroom will soon become a reality. It is the belief of Paul A. Walker, chairman, Federal Communications Commission, that "in due time, the television screen should be as standard a fixture in classrooms as the blackboard."²

The next page to be written in American educational history is already in rough draft—the building of non-commercial TV stations. The reality of classrooms being equipped with "electronic blackboards" is highly conceivable. The programming suggested here is in anticipation of the "day when."

There are just about as many telecast possibilities for effective lessons in transcription as there are problems in the learning cycle. This one point cannot be too forcefully emphasized: Any in-class-viewing should be just as much a part of the classroom process as the teacher's education. Each telecast should be fully integrated and become an integral part of the learning experience.

There are certain technical and production factors which should be considered as each telecast is planned. These factors are:

1. Classroom settings do not heighten interest. Students in a classroom seek a release.
2. More than one person in a telecast is most effective. Action must be a constant. (Please turn to page 40)

² Paul A. Walker, Address at the Fifth Annual Radio and Television Institute, Pennsylvania State College, July 1952 (Mimeograph copy, p. 4.)

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SOUTHERN CONVENTION PROGRAM BIRMINGHAM, ALABAMA NOVEMBER 26-28, 1953

THEME: Responsibilities of Business Education in an Expanding Southern Economy

This is a condensed program for the SBEA Convention. The official program will be available at the Registration Desk in Birmingham.

Convention headquarters will be at the Hotel Dinkler-Tutwiler in the heart of Birmingham. Get ahead of the football crowd by making reservations at once. A convenient form will be found on the next page.

SYMPOSIUM—RESPONSIBILITIES OF SECONDARY SCHOOLS FOR TEACHING BASIC BUSINESS UNDERSTANDINGS AND OCCUPATIONAL SKILLS

VIEWPOINT OF A BUSINESSMAN—Mervin S. Stern, Agee & Leach Company, Birmingham

VIEWPOINT OF THE PUBLIC PRESS—John Temple Graves II, The Birmingham News

VIEWPOINT OF A PROFESSIONAL EDUCATOR—Frazier Banks, Superintendent of Schools, Birmingham

Friday, November 27—10:45 A.M.

DIVISIONAL MEETINGS

JUNIOR COLLEGES

Chairman—Robert R. Chapman, Mars Hill College, Mars Hill, North Carolina

Secretary—Beatrice Betros, Lee College, Cleveland, Tennessee

TOPIC—BUSINESS EDUCATION IN THE JUNIOR COLLEGE

Speaker—R. M. Lee, Mars Hill College—OPPORTUNITIES IN THE CLERICAL PRACTICE COURSE FOR IMPROVING PERSONAL TRAITS AND WORK HABITS

Speaker—Mathilde Hardaway, Woman's College of the University of North Carolina, Greensboro

COLLEGES AND UNIVERSITIES

Chairman—Glenn Gentry, Austin Peay State College, Clarksville, Tennessee

Assistant Chairman—Roger Stevens, Alabama State Teachers College, Florence

Secretary—Marie Louise Franques, Southwestern Louisiana Institute, Lafayette

TOPIC—SOME ATTRIBUTES OF THE MASTER PROFESSOR OF BUSINESS EDUCATION IN THE COLLEGE AND UNIVERSITY

Speakers—J. Frank Dame, Florida State University, Tallahassee

Benjamin R. Haynes, Wheeler Business College, Birmingham, Alabama

Elwin Midgett, Middle Tennessee State College, Murfreesboro

Thomas Martin, Delta State Teachers College, Cleveland, Mississippi

PRIVATE BUSINESS SCHOOLS

Chairman—Marguerite Brumley, Perry Business Schools, Brunswick, Georgia

Secretary—Selenia Henson, Howard Business College, Shelby, North Carolina

TOPIC AND SPEAKERS—To be announced

SECONDARY SCHOOLS

Chairman—Jewell Watson, Kelly High School, Kelly, Louisiana

Assistant Chairman—Louise Moses, Granby High School, Norfolk, Virginia

Secretary—Margaret Liner, Jones Valley High School, Birmingham, Alabama

TOPIC—SECONDARY SCHOOL CURRICULUM TRENDS IN BUSINESS EDUCATION

Speaker—Herman G. Enterline, Indiana University, Bloomington; and President, UBEA Research Foundation

Panel—Composed of business teachers, one from each of the twelve southern states

Breakfasts

Thursday, November 26—7:15 A.M.

UBEA 10,000 CLUB

Presiding—Hollis Guy, Executive Secretary, UBEA, Washington, D. C.

Friday, November 27—7:00 A.M.

FUTURE BUSINESS LEADERS OF AMERICA

Presiding—Gladys Peck, Louisiana State Department of Education, Baton Rouge

TOPIC—VALUES OF FBLA TO BUSINESS EDUCATION

Panel—State Chapter Sponsors of FBLA in Southern Region

Alabama—Lucille Bransecomb, State Teachers College, Jacksonville

Florida—Glen Murphy, Florida State University, Tallahassee

Georgia—Mary Vance, Mercer University, Macon

Kentucky—Ethel Plock, Ahrens Trade School, Louisville

Louisiana—Richard Clanton, State Department of Education, Baton Rouge

South Carolina—Jewell Hollis, Olympia High School, Columbia

Virginia—Marguerite Crumley, State Department of Education, Richmond

Comments—Hollis Guy, FBLA Executive Director, Washington, D. C.

Saturday, November 28—7:15 A.M.

SPECIAL GROUPS

Teachers College, Columbia University, Hamden L. Forkner, Presiding

George Peabody College for Teachers, Theodore Woodward, Presiding

University of Kentucky, Vernon Musselman, Presiding

Private Business Schools, Marguerite Brumley, Presiding

Thursday, November 26—9:00 A.M.
UBEA REPRESENTATIVE ASSEMBLY
—Southern Regional Meeting

Presiding—Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls; and President, UBEA

ROLL CALL AND ACCREDITING OF DELEGATES OF AFFILIATED ASSOCIATIONS—Hollis Guy, Executive Secretary, UBEA, Washington, D. C.
BUSINESS SESSION AND DISCUSSION GROUP MEETINGS

Thursday, November 26—1:30 P.M.

SBEA EXECUTIVE BOARD—Closed
Session with Local Committees

Thursday, November 26—3:00 P.M.

SIGHTSEEING TOURS—Sponsored by Local Committee

Thursday, November 26—4:00 P.M.

SBEA EXECUTIVE BOARD—Closed Meeting

Thursday, November 26—6:30 P.M.

FELLOWSHIP DINNER

Presiding—Arthur L. Walker, Virginia State Department of Education, Richmond; and President, SBEA

KEYNOTE ADDRESS—Vernon Musselman, University of Kentucky, Lexington; and First Vice-President, SBEA—SOUTHERN BUSINESS EDUCATION FACES NEW RESPONSIBILITIES

Thursday, November 26—9:00 P.M.

ALABAMA OPEN HOUSE

Friday, November 27—9:00 A.M.

FIRST GENERAL SESSION

Presiding—Arthur L. Walker, President
Chairman—Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee; and Vice President, UBEA

OCTOBER, 1953 :

SBEA EXECUTIVE COMMITTEE

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Alabama—Lucille Bansom, State Teachers College,
Jacksonville

Arkansas—Getha Pickens, Little Rock Senior High
School, Little Rock

Florida—Della Rosenberg, High School, Starke

Georgia—Ernestine Melton, Adult Education School,
Columbus

Kentucky—Vernon Anderson, Murray State Teachers
College, Murray

Louisiana—Ruby Baxter, Grayson High School, Grayson
Mississippi—Jean K. House, Delta State Teachers Col-
lege, Cleveland

North Carolina—Lois Frazier, Flora McDonald College,
Red Springs

South Carolina—Elizabeth O'Dell, University of South
Carolina, Columbia

Tennessee—Theodore Woodward, George Peabody Col-
lege, Nashville

Virginia—Merle Landrum, Longwood College, Farmville

West Virginia—Cloyd Armbrister, Concord College,
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MAKE RESERVATIONS NOW!

TO: Kenneth Zimmer, Secretary SBEA
Richmond Professional Institute
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Richmond 9, Virginia

I am planning to attend the Convention of
the Southern Business Education Associa-
tion, November 25-28, 1953, and would like
you to make the following hotel reservation
for me. Accommodations for:

1. _____
Name
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Name
- Arriving _____ Date _____ Approx. time _____
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- Approximate rate _____
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Headquarters)
- ☐ Single \$5 to \$8.50 daily
- ☐ Double \$7 to \$10.50 daily
- ☐ Hotel Molton (opposite Convention)
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- ☐ Double \$4 to \$7
- ☐ Hotel Redmont (one block away)
- ☐ Single 3 to \$5
- ☐ Double \$5 to \$8

Your Name _____
Address _____

Convention Program (Continued)

Friday, November 27—2:30 P.M.

SECTIONAL MEETINGS

BASIC BUSINESS

Chairman—Marguerite Crumley, Virginia State
Department of Education, Richmond

Assistant Chairman—Harold Gilbreth, Win-
throp College, Rock Hill, South Carolina

Secretary—Glenna Dodson, University of
Florida, Gainesville

TOPIC—THE TRIAL AND CONVICTION OF "GEN-
ERAL" BUSINESS

Speakers—Attorney for Plaintiff—Alan
Lloyd, Editor, Gregg Publications, McGraw-
Hill Book Company, New York City

Attorney for Defense—M. Herbert Free-
man, Paterson State Teachers College,
Paterson, New Jersey

CLERICAL PRACTICE

Chairman—Parker Liles, Atlanta City Schools,
Atlanta, Georgia

Assistant Chairman—Frederick Boseo, Arkan-
sas State Teachers College, Conway

Secretary—Margaret Brady, Madison College,
Harrisonburg, Virginia

TOPIC—WHY CLERICAL OFFICE PRACTICE?

Speakers—Harry Huffman, Virginia Poly-
technic Institute, Blacksburg—THE NEW
CONCEPT OF CLERICAL OFFICE TRAINING

IN AN INDUSTRIALIZED SOUTH

Christine Stroop, Austin Peay State Col-
lege, Clarksville, Tennessee—DEVELOPING
CORRECT WORK HABITS IN CLERICAL OF-
FICE TRAINING

Vance Littlejohn, Woman's College of the
University of North Carolina, Greensboro

—THE INTEGRATING FACTORS IN CLERICAL
OFFICE TRAINING

ADMINISTRATION AND SUPERVISION

Chairman—J. Frank Dame, Florida State
University, Tallahassee

Assistant Chairman—M. C. McCuiston, Jef-
ferson County Public Schools, Birmingham,
Alabama

Secretary—Elisabeth Anthony, Georgia State
College for Women, Milledgeville

TOPIC—ADMINISTRATION AND SUPERVISION AS
I SEE IT

Speaker—Gladys Peck, Louisiana State De-
partment of Education, Baton Rouge, and
President of the Administrators Division of
UBEA

Friday, November 27—4:45 P.M.

VISIT TO COMMERCIAL EXHIBITS—

First drawing of prizes

Friday, November 27—7:00 P.M.

ANNUAL BANQUET

Presiding—Arthur L. Walker, President

GREETINGS—Alabama Business Education As-
sociation, Mary George Lamar, President

Eastern Business Education Association,
Bernard Shilt, President

National Business Teachers Association,
Hugh Barnes, President

Mountain-Plains Business Education Asso-
ciation, Earl G. Nicks, President

Western Business Education Association,
Eugene J. Kosy, President

United Business Education Association,
Lloyd V. Douglas, President

ADDRESS—D. D. Lessenberry, University of
Pittsburgh

Friday, November 27—10:00 P.M.

SBEA ANNUAL BALL

INAUGURATION OF 1954 OFFICERS—Under the
direction of Mary Crump, Second Vice-
President, SBEA

Saturday, November 28—9:00 A.M.

SECTIONAL MEETINGS

BOOKKEEPING AND ACCOUNTING

Chairman—N. B. Morrison, Northwestern
State College, Natchitoches, Louisiana

Assistant Chairman—Ross Lowe, Morehead
State College, Morehead, Kentucky

Secretary—John Arnold, John Marshall High
School, Richmond, Virginia

TOPIC—INTERRELATIONS OF HIGH SCHOOL
BOOKKEEPING AND COLLEGE ACCOUNTING

Panel—Bess J. Ramsey, Arkansas State
Teachers College, Conway

Lanier Shu Thompson, Ouachita Parish
High School, Monroe, Louisiana

Ross Anderson, Morehead State College,
Morehead, Kentucky

Jack Barnett, Murphy High School, Mur-
phy, North Carolina

SECRETARIAL STUDIES

Chairman—Mildred Creger, Virginia High
School, Bristol, Virginia

Assistant Chairman—Frances LeMay, Little
Rock Part-Time School, Little Rock, Ar-
kansas

Secretary—Martha Wheless, Brevard College,
Brevard, North Carolina

TOPIC—PROBLEMS IN THE TEACHING OF
SHORTHAND AND TYPEWRITING

Moderator—Alan Lloyd, Editor, Gregg Publi-
cations

Speakers—George Wagoner, University of
Tennessee, Knoxville

James Crawford, University of Indiana,
Bloomington

Saturday, November 28—10:30 A.M.

SECOND GENERAL SESSION

Presiding—Vernon Musselman, First Vice-
President, SBEA

TOPIC—CRITICISMS, COMMENTS, AND CHAL-
LENGES

Speaker—Hamden L. Forkner, Teachers Col-
lege, Columbia University, New York City

Response—A. J. Lawrence, University of
Mississippi, University

Saturday, November 28—11:30 A.M.

BUSINESS SESSION

Presiding—Arthur L. Walker, President,
SBEA

Reports—Division and Section Secretaries

Legislative Action

Announcement of 1954 Convention City and
Final Drawing of Prizes

Adjournment

A MESSAGE FROM THE SBEA PRESIDENT

THE "HOTTEST" NEWS of the day (September 1) in Richmond is the sizzling 103 degrees in the shade. This perspiring experience will not be news nor of significant interest in October or November. By that time you will have forgotten the "dog days" of mid-summer and will be deeply occupied with the serious business of educating future citizens to take their places in the world of business which is truly a useful and an honorable estate.

Along with your daily concern for the what, the how, and the why of your pedagogical pursuits we hope that you will also be considering some of the professional opportunities and advantages of attending the SBEA convention in Birmingham on November 26-28. A casual perusal of the accompanying program will reveal to you that the 1953 Annual Convention of SBEA is a star-studded event. The officers and program chairmen of the various divisions and sections are providing for all of us a wide variety of highly interesting and instructive sessions employing the talents of many of the nation's frontier thinkers in the fields of business, industry, and education.

The theme of our convention is both timely and significant—"Responsibilities of Business Education in an Expanding Southern Economy." This theme is timely because of the phenomenal socio-economic development of the Southeastern Section of the United States which poses for business education many new and varied problems which only a little while ago were characteristically agricultural have become, within a decade, bristling industrial cities with a flow of trade and communication to all sections of the nations of the world. The

per-capita horsepower in the South has more than quadrupled in the past 30 years. The abundance of southern raw materials, a favorable climate, and adaptable human resources have attracted manufacturers to utilize these varied resources in the fabrication and processing of raw materials supplied by southern farms, forests, and mines.

Power in abundance is flowing from our waterways and generating plants to supply the needs of farm and factory. The production of atomic energy in the vast installations in Tennessee and South Carolina; the flow of black gold from Louisiana, Arkansas, and Texas; the pig iron from the blast furnaces of Birmingham; and the production from the textile mills of the Carolinas are all facets of the development of this region. These facts imply a different type of business education.

High on a mountain in Birmingham the imposing statue of Vulcan looks down on one of the South's principal industrial cities. It is fitting that we of Southern Business Education Association should meet under the gaze of Vulcan, god of iron and energy, a symbol of the business and industrial potential of the New South, to consider the changed and still changing role of business education in a new era.

We are almost 1500 strong in paid-up membership. It would be good to see every SBEA member in Birmingham. Now is the time to organize a group, charter a bus, a train or plane and make your hotel reservations with the convenient registration blank in this issue of the SOUTHERN NEWS EXCHANGE.—ARTHUR WALKER, *President*.

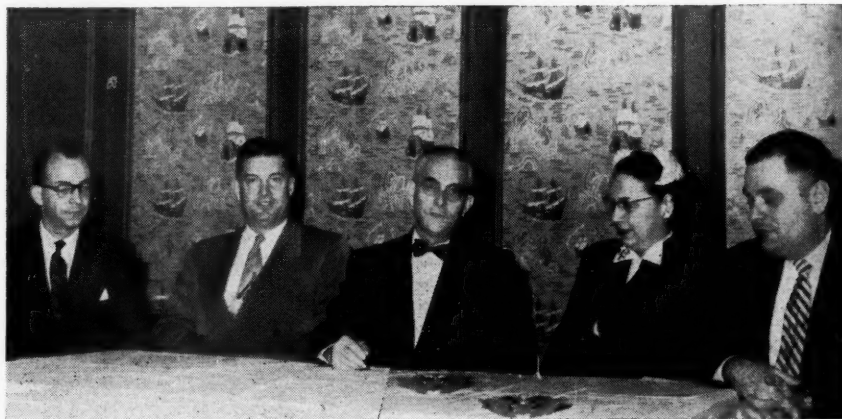
UBEA SALUTES THE SOUTH

Undoubtedly there is real significance in the fact that way back in 1891 and 1892 our first two national presidents—of the NEA Department of Business Education—were gentlemen from Kentucky and Louisiana. Even in those days business teachers of the nation must have recognized the professional leadership among the business educators of the South!

Times have not changed in that respect. We may not admit it often, but today many of us in other parts of the nation are proud of, and at times perhaps a bit envious of, business education progress throughout the twelve states of the SBEA. Your leadership—in newer programs such as diversified work experience, in FBLA, in securing modern facilities, in securing competent state supervision, in unifying professional memberships, in arranging outstanding conventions, to mention but a few specifics—is setting a standard which

others may emulate.

I cannot be sure of the reason for this—whether it lies in your climate, your heritage, your momentum due to an early start, some special motivating drive, or just plain devotion to your profession and hard work—but I am sure the rest of us throughout the nation in UBEA are profiting from your examples and experiences in educational leadership. In these important days of our great



SBEA OFFICERS . . . Arthur L. Walker (center) will preside at the annual convention of the Southern Business Education Association which will be held at the Dinkler-Tutwiler Hotel in Birmingham. Other officers of the association are (left to right) Kenneth H. Dunlop, Vernon Musselman, Mary Crump, and Kenneth Zimmer.

Centennial Action Program it is especially important for the entire nation that the business teachers of our Southern Region unite their abilities 100 per cent through a truly unified state, Southern Business Education Association, and United Business Education Association front. You were the first regional association to become a unified part of UBEA and you have demonstrated that this action was sound. UBEA salutes the business teachers in the South for their foresight.—LLOYD V. DOUGLASS, *President, United Business Education Association*.

UNITED—WE MOVE FORWARD. As one of the twelve states of the SBEA, Kentucky takes pride in a bit of reminiscing of its accomplishments during the last year. More than 170 business teachers were members of UBEA-SBEA during the year and, although this figure is far too low, we feel that the steady growth the UNITED way is a healthy sign that business teachers are continuously advancing professionally—and isn't it always true that membership in one's professional organizations is an indication of good classroom practices?

FBLA passed its first milestone in Kentucky during the year when it formed a permanent state organization and was granted its charter during the national convention in Washington, D. C. Almost without exception, the sponsors of FBLA chapters in this state are members of UNITED—further evidence that professional affiliation pays good dividends.

Kentucky business teachers look forward to the new school year with increased enthusiasm and with a determination to move forward, due in no small part to the high standards being set by the officers and members of Kentucky Business Education Association. KBEA is appointing an advisory committee of 12 members, one for each of the education districts in the state. Each committee member will be asked to boost UBEA-SBEA-KBEA in his district. By taking advantage of the teaching aids and methods at our disposal, we are to that degree fulfilling our obligation to those young people whom we serve.—VERNON ANDERSON, *Kentucky Representative, SBEA Executive Committee.*

ON TO THE SBEA CONVENTION! Have you invited anyone to become a member of UBEA-SBEA and attend the convention this year? Be sure you do before you set out for Birmingham this Thanksgiving week. You might hear some rather trite excuses, the most common of which are insufficient funds, family ties, and displeasure at missing the family reunion or family dinner on Thanksgiving Day.

Why not tell them about how the Louisiana teachers have solved these three most common reasons for non-attendance by chartering buses at convention times and inviting their families and friends to participate in the trip, thus reducing the cost per member and furnishing ample opportunity for pleasant fellowship with family and friends.

Aside from the personal and social values of the fellowship afforded by these bus trips to conventions, there are many advantages for professional growth.

Other educational benefits of Louisiana's bus trips to conventions are the little side trips to points of unusual beauty or of national or historical interest. Such trips can contribute much to a broader general education as well as to the professional education of business teachers. How about trying a chartered bus trip to the SBEA convention this year? —RUBY BAXTER, *Louisiana Representative, SBEA Executive Committee.*

ARE WE MEASURING UP IN BUSINESS EDUCATION? Have we, as business educators, attained the professional status we should have? Should we be satisfied with things as they are? If not, how long will it take us to reach our goals related to professional standing? Are we all doing our part?

We have enlarged our membership, but not as much as we should. The more we increase our membership in our associations, the greater the services these associations can provide. Do all of our business teachers know, for example, what the present UBEA-SBEA services are? With an enlarged membership and a greater financial ability, the National Council of Business Education could meet twice a year instead of once a year and do a better job of planning; our periodicals could be further improved; our professional service divisions (such as the Research Division and the Teacher Education Division) could carry out more extensive programs; and other similarly significant things could be done.

Business education is coming into its own, and we need the help of every business teacher. Each one can do his part by becoming an active member of UBEA-SBEA.

We all join our state organizations and certain others, and there are some who feel that is enough. But is it? We must grow professionally in our own special field, too!

If each member would make it his or her personal business to secure just one new member for UBEA-SBEA, how much faster we would reach our 10,000 Club goal!

Let's make this our BANNER YEAR!—DELLA ROSENBERG, *Florida Representative, SBEA Executive Committee.*

Please use this application to renew your own membership or to enter a new membership in UBEA-SBEA.

THE ASSOCIATIONS UNITED TO PROMOTE BETTER BUSINESS EDUCATION

YES, I want professional membership in my specialized association—UBEA-SBEA. Please send the publications and reports to the address below. My check for \$_____ is enclosed. I am a ☐ new member ☐ renewal member

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Regional: **Southern Business Education Association**

Type of Unified Membership (Please check)

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- ☐ Limited—Including full active privileges in the UBEA-SBEA and a year's subscription to the Business Education (UBEA) Forum and special membership releases.....\$3.50
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Make check or money order payable to United Business Education Association. Give to State Membership Chairman or mail to Hollis Guy, UBEA Executive Secretary, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Your last FORUM address if different from above address.

United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor or associate editor of the appropriate service.

UNITED SERVICES

—SHORTHAND

DOROTHY H. VEON, Editor

MINA M. JOHNSON, Associate Editor

A PROVEN TECHNIQUE FOR SHORTHAND

Contributed by Mary Lynn McKinnon, High School, Quincy, Florida

SHADOW WRITING (a shadow can not be different from its original), spot writing (writing in one place), scribbling (running characters into and all over each other), dry pen (using an unfilled fountain pen), or whatever this technique is called—it's here to stay! Ten years ago this technique was found valuable as a speed-up device during the war emergency; today it is still as good as it ever was!

Shorthand skill is based upon correct habits that are acquired not by doing a thing once, but by *repetition with attention*.

Many teachers continue to use the procedure of having a student copy the shorthand plate, reading a line from the plate and then copying the characters in his notebook. This necessitates a shifting of the eye from the textbook to the notebook, breaking the flow and smoothness of writing. In the method of shadow writing (as it will be called here for brevity's sake), the student keeps his eye constantly on the textbook and does not watch where he is writing on his notebook.

Shadow writing might be compared with having a typing student disengage the ribbon on the typewriter while trying for speed. With the fear taken away of an incorrect outline for the teacher to see, students relax and find that their hand is capable of writing at speeds they did not think possible.

Materials

The student will need his textbook with shorthand plate, his notebook, and any smooth pointerstick. This might be an orange stick (which is quite slender), an ink-exhausted ball point pen, an automatic lead pencil with the lead retracted, the reverse end of a fountain pen, a meat skewer, or other object. One teacher used wooden pointers made in the shape and size of a pencil. The teacher will need a textbook with shorthand plate, a blackboard, and chalk.

It is necessary for the teacher to demonstrate this method to the class and thoroughly explain its benefits to them. Both teacher and student follow along with

the reading of the shorthand plate, shadow writing on board or notebook (as the case may be) as he reads but *not watching* where he is placing his characters. It is important *that the student read* either by himself or with the teacher. This gives a steady, flowing, writing motion, avoids jerky movements since the shorthand character is before him, and a shadow cannot lag behind.

At first students will try to look at their impressions on the paper and thus slow their writing. Or they will try to write on the lines, not realizing that the goal is a steady, flowing, light writing line.

As the student copies the shorthand and reads it (preferably aloud), he is actually rapidly writing it down in his mind. This device is especially helpful to the student who has not cultivated the habit of passing directly from one outline to another without any preliminary useless or jerky movements. When Mary shadow writes, she is actually in the process of developing her mental image of the shorthand character in her dark room—her mind. Previously, she had several mental images all scattered and jumbled together on her notebook. After practice at shadow writing, the images come out on her notebook in neat, orderly, coherent characters as the letter is dictated.

Another good feature about shadow writing is that it keeps the pens humming. When one student is asked to read a letter, the rest of the class can watch the plate and shadow write at the same time instead of relaxing until they might be called upon. The same student can be asked to read it again more slowly, if needed, while shadow writing. Most students will read too fast when first trying to read from longhand or shorthand for shadow writing. The rest of the class might close their books and get dictation from different voices. If the students take turns reading from plate, they get to see how it feels to be at the "talking end" of the pen.

Self-dictation

"If I only had someone to dictate to me at home." Or, "If I could only get more dictation." These are common complaints made by students. Again shadow writing can be used to help. The student can shadow write from book plate during his regular homework period; he can

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UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

WHAT ABOUT JUNIOR HIGH SCHOOL TYPEWRITING?

Contributed by Margaret E. Andrews, Consultant in Business Education and Placement, Public Schools, Minneapolis, Minnesota

HOW DO SCORES OF PUPILS who have taken junior high school typewriting compare with scores of pupils who have had typewriting only in the senior high school at the end of the one-year senior high school course? For a number of years Minneapolis teachers have asked this question—and to get a complete and accurate answer a carefully controlled study would have to be made. However, it was thought there would be some value in giving a timed writing to pupils presently completing their typewriting course in senior high school and compare the scores made by those who have taken junior high school typewriting with those who have had no previous instruction.

In making any comparison between these two groups it is important to recognize that pupils who did poorly in junior high school typewriting may very well not have elected to take it in senior high school, and therefore, only those successful pupils are now enrolled in senior high school classes. There may thus be a comparatively select group of pupils enrolled in senior high school typewriting whereas there may be a wholly unselected group of pupils who enrolled in junior high school typewriting.

There were 1799 pupils enrolled in senior high school typewriting in Minneapolis at the time of this survey—May, 1953. Although cooperation in the survey was voluntary, many teachers were interested and there were 1313 pupils or about 73 per cent of the entire group tested. Of this number 952 pupils, or about 72 per cent of the group, had taken only senior high school typewriting. The remaining 361 pupils, or 28 per cent, have had from one semester to two full years of junior high school typewriting. The entire group was given three 5-minute timings on straight-copy material with syllabic intensity of 1.33. The "best" timing from each pupil was scored, checked by the teacher, and made a part of this survey as shown in Table 1.

Although scores were reported for all pupils presently enrolled in typewriting who took the tests, there were sufficient numbers of pupils in only the first four groups in the preceding table to make any generalizations worthwhile. It is apparent from the scores shown on this table for these four groups that:

1. Pupils with one year of junior high school typewriting and one semester of senior high school typewriting had the same average speed and accuracy as those

TABLE 1. SCORES ON BEST 5-MINUTE TIMED WRITING

Typewriting Background	Gross W.P.M.	Errors	No. of Students
One yr. Sr. H.S. only.....	44	4	952
One yr. Jr. H.S. and One yr. Sr. H.S.	50	3	272
One yr. Jr. H.S. and 1 Sem. Sr. H.S.	50	3	48
1 Sem. Jr. H.S. and 1 yr. Sr. H.S.	46	3	34
Two yr. Jr. H.S. and One yr. Sr. H.S.	56	3	4
1 Sem. Jr. H.S. and 1 Sem. Sr. H.S.	53	5	2
1½ yr. Jr. H.S. and 1 yr. Sr. H.S.	56	4	1

with one year of junior high school typewriting and one year of senior high school typewriting. This is not too surprising when it is recalled that pupils who made a "B" average in junior high school are usually allowed to enroll for only one semester of typewriting in senior high school.

2. Pupils with one year of junior high school typewriting and one or two semesters of senior high school typewriting averaged six words a minute more in speed and one error less than pupils with only senior high school typewriting.

3. Pupils with one semester of junior high school typewriting and one year of senior high school typewriting averaged two words a minute more in speed and one less error than those with only senior high school typewriting.

The question business educators must ask themselves and the question those responsible for the total program of education must ask is, "Does it seem worthwhile to allow pupils who have taken typewriting in junior high school to spend a second year in typewriting instruction in senior high school to gain an additional two to six words a minute in speed?"—or the reverse question, "Should pupils devote a year or a semester to typewriting in junior high school when it appears to have so little effect on their achievement in senior high school typewriting?" With the number and variety of electives available in the schools, the answer to these questions might well be "No." If this answer is correct, and if at the same time we must meet the continually increasing demand for efficient office workers, it would seem every effort must be bent in the junior high school toward discouraging those pupils from taking typewriting who are planning to take it for vocational use or for personal use in senior high school. This is particularly true when we

(Please turn to page 41)

HARRY HUFFMAN, Editor
FRED C. ARCHER, Associate Editor

RESEARCH FINDINGS RELATIVE TO STUDENTS' ACHIEVEMENT IN BOOKKEEPING AND ACCOUNTING

Contributed by J. Virgil Herring, Ball State Teachers College, Muncie, Indiana

BUSINESS TEACHERS are in general agreement that the satisfactory measurement of achievement in skills, knowledges, and attitudes of their students has been, and probably will continue to be, a perennial problem. Accordingly, it is not surprising that many of the early research studies in the teaching of bookkeeping and accounting dealt with the achievement made by students.

Inasmuch as vocational competency prevailed as the major objective of bookkeeping during the period, 1920-1935, the earlier investigators in the area of measurement of achievement devoted their research efforts to vocational skills and knowledges. They sought not only to develop and standardize achievement tests but also to determine the reliability and validity of existing published tests. However, since 1940, the problems in the area of tests and measurements in bookkeeping and accounting have received little attention.

Since 1935, the emphasis in bookkeeping research dealing with achievement has changed somewhat from the measurement of achievement to the determination of specific factors affecting students' achievement. This broadening of interest is reflected in the research problems undertaken in recent years.

The findings of research studies dealing with the effects of instruction in high school bookkeeping upon students' achievement in college accounting disclosed that the students who had studied high school bookkeeping made better marks in elementary accounting than did those students who had not studied high school bookkeeping. However, they were superior to the students who had had no bookkeeping in high school only so long as the subject matter in the accounting course was a review of phases of bookkeeping studied in high school; the "bookkeeping" group showed little or no advantage over the "non-bookkeeping" group in the mastery of new material.

Students who had studied bookkeeping in the senior year of high school also achieved more readily in the college elementary accounting courses than did students who had studied bookkeeping in the sophomore and junior years of high school. Although achievement in the college accounting course increased, in general, with the length of time that the student had pursued the bookkeeping course in high school, the learning of ac-

counting was not enhanced by more than two years of high school bookkeeping instruction.

Evidence presented by researchers seemed to indicate that a negligible amount of business arithmetic could be integrated with the bookkeeping course and thereby eliminate the separate course in business arithmetic. In general, it was found that the study of bookkeeping apparently had little effect upon the arithmetical ability of students, and, conversely, the arithmetical ability of students had little effect upon their achievement in bookkeeping. Many students were found to be careless in copying numbers accurately and in following specific directions. Too often students were unable to make a transfer or to see any connection between the arithmetic studied in an arithmetic class and the arithmetic used in their bookkeeping course.

Achievement tests failed to disclose any material advantage in favor of the achievement of students who worked practice sets as compared with the achievement of students who had not worked the sets; however, it would seem safe to assume that there are values to be derived from the use of practice sets that are not measured by objective tests. By the same type of measure, the achievement of students having had double-period bookkeeping classes was found to be no greater than that of students having had single periods of instruction.

There was general agreement that the testing program that employed the traditional problem test in conjunction with the objective test was potentially a better testing program than one which employed either method exclusively. The principal limitation of the objective test in measuring achievement in accounting seemed to be its lack of evidence from which the instructor could evaluate students' reasoning and their understanding of the application of accounting principles to an actual problem situation.

Certain high school textbooks were found to be more readily comprehended by students than were others, but no textbook was found to be self-teaching to the extent that additional explanations and illustrations by the teacher could be eliminated. Business terms and words used in bookkeeping problems, which should make them more meaningful, were found to be sources of difficulty to many students in the successful solution of the problems. Teachers need to be aware of the vocabulary burden of the textbook used in their classes and to make specific efforts to increase the students' knowledge of bookkeeping terminology.

Surveys of vocational bookkeeping courses revealed that the teaching of vocational bookkeeping had generally become academic. Recommendations were made by re-

UNITED SERVICES

BOOKKEEPING AND ACCOUNTING

searchers that standards for vocational competency should be established and that tests to measure the attainment of such standards should be developed.

Other Factors

Age and sex were not found to be contributing factors of measurable significance in a student's achievement in bookkeeping.

Students seemed to experience greatest difficulty in making adjusting and closing entries, in preparing statements, and in classifying accounts. The conclusion was reached that the many errors made by students in closing the books resulted from the students' mechanizing the process without a proper understanding or reasoning of what was being accomplished. To give greater practice and drill in overcoming the difficulties encountered by students in performing the work at the end of a fiscal period, it was recommended that several short practice sets be used rather than a single long one.

The findings of most studies dealing with the relative effectiveness of the various methods of approach indicated that students achieved more readily when one of the various forms of the balance sheet approach was used. However, there was general agreement among researchers that all methods of approach had advantages and disadvantages and that the effectiveness of any method of approach was greatly affected by the preference, skill, and efficiency of the teacher using it.

Finally, a broader and more realistic conception of what constitutes achievement in bookkeeping is being manifested by the numerous surveys of the bookkeeping practices and procedures used by local business. One of the principal purposes of such surveys has been the determination of the success of the bookkeeping training program in terms of the students' ability to perform satisfactorily in actual job situations. Such a realistic approach to the problem of appraising the achievement of students augurs well for the development of a functional bookkeeping program.

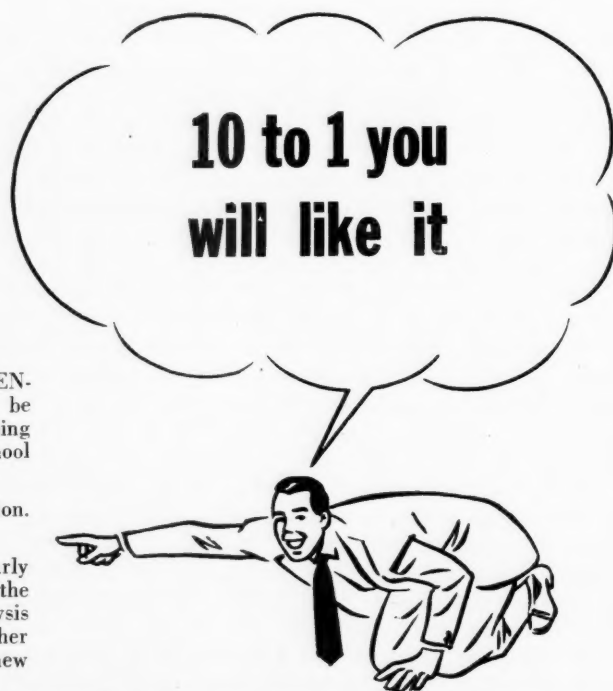
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LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

SHORTHAND TEACHING AIDS FOR ADULT EVENING CLASSES

Contributed by Rodney G. Wessman, Bakersfield High School and Junior College, Bakersfield, California

TO KEEP PUPILS thinking and producing at peak efficiency during the entire shorthand period in high school requires a particular kind of understanding and planning, but to maintain adult interest during evening sessions can require even more psychological perceptivity and preplanning.

The adult student in the evening class has usually spent the day at work, and when he comes to class, he may be both physically and mentally fatigued. Thus, perhaps worthwhile teaching aids are even more important in the evening classes. Because teaching aids have been popular educationally and because they sometimes represent an easy way to teach a class, high school pupils have often been subjected to inappropriate teaching aids. However, evening school students will seldom tolerate the inefficient use of class time. Teaching aids used for adults must be the best possible method of supplementing learning. Films and filmstrips must be carefully previewed by the teacher. Materials to be used in connection with the aid must be prepared and ready for use before the class arrives so that no time will be wasted.

Dramatize Progress

Because evening classes represent an investment of valuable time to people who work all day, adults in the evening program demand real, measurable progress. Without visible reward for time and effort, evening students will be absent and often drop the class entirely. The measurement of progress can be done quite dramatically in one of the first class meetings. After a period of intensive concentration in shorthand, the teacher can provide a little humor and relaxation in addition to motivation by a stunt which requires only a few minutes of class time. The teacher may ask one of the students to read a paragraph from the textbook key. (He can instruct the student before class to follow a stop watch with a reasonable amount of accuracy.) He may ask another student to attempt to record the reading on the blackboard in longhand. While the student writes the reading in longhand, the teacher himself can record it in shorthand on another part of the board. As the student writes furiously, the teacher can arrange his tie, straighten his desk, or perform other little activities involving some humor. Thus, the difference in the speed and ease of the use of shorthand instead of longhand can be illustrated.

At the close of the demonstration the teacher should

say, "Now let's mark lightly this paragraph dictated from the book, and at the close of the next six weeks' period, we shall see if you too can record the paragraph rapidly in shorthand."

Accordingly, after six weeks have elapsed, the paragraph can be dictated to the class while they record it in shorthand. Of course the material should be such that at the repeat dictation, most of the members of the class will succeed.

The Scribe has much value as a teaching aid for adult students because it is fast to operate and simple to prepare for use and also because it is flexible and is versatile. The Scribe enables the teacher to sit while he writes. The image of his written words is flashed by the machine on a screen behind him. Unlike the blackboard, this aid permits the teacher to face the class as he writes. The students can see exactly how the shorthand characters are made because the teacher's hand, the motion, and the executed character are all shown on the screen. Constant erasing is not necessary because adjustment of a small knob provides more writing space. The machine can be used occasionally for tests. The tests can be put on paper before class and then flashed on the screen when "test time" comes. Much wasted time and motion in turning to the blackboard, picking up chalk, moving across the board, and erasing can be eliminated by use of this aid. Some teachers find it a convenience to be able to place the textbook beside the projector instead of having to take the book to the blackboard and to hold it with one hand while writing with the other hand.

Utilization of more than one room by a class has been called the "multiple room" technique. While educationally the technique should not be necessary, realistically because of a variety of stages of achievement, the technique is sometimes helpful in evening classes. If the teacher is charged with various levels of development so that different activity is needed by different members of the class, several rooms can often be made available for homogeneous grouping within each room. One group may be placed in the typewriting room to transcribe while another group may be in an office taking dictation from recordings. Other students may be in a classroom quietly working on an assignment. The teacher may be instructing in still another room. The variations for use of multiple rooms are endless; effectiveness of such an aid will depend upon the class personnel and upon the perceptivity of the teacher in regard to the time and setting for its proper use. Such an arrangement is usually best adapted to evening or summer classes when rooms are available and when students have real vocational objectives. Although maximum conditions would

UNITED SERVICES

MODERN TEACHING AIDS

enable students at each level of development to have an instructor who could devote his entire time to their needs, such ideal situations are not always possible in the evening school.

Advanced students enjoy office-style dictation. Helpful ideas for office-style dictation can be secured from commercial sources. While letters lifted from commercial materials are "loaded" with advertisement, the characteristics of office-style dictation are helpful in preparing original office-style dictation material. To give office-style dictation effectively, the teacher must act a bit. However, most teachers enjoy a bit of "pretending" and the class always enjoys the act, no matter how "hammy" it is.

Graded homework will help to cope with the inevitable problem of irregularity in attendance at night school. When a student is absent, he can submit homework for the night that he missed. In this way the lesson is always

studied. Forgetting and dropouts are minimized.

Perhaps the aid which has the greatest holding power of all aids is variety of activity. Variety can be injected by techniques and aids such as the following:

1. Give a "secretarial tip" at each class meeting. Such tips may pertain to letter arrangement, shorthand shortcuts, erasing, assembling carbons, and other activities. The "tip" helps connect the immediate task with the ultimate goal, that of holding a stenographic job.

2. Take a few minutes to discuss office problems at each class meeting. Many students in the day school and especially in night school may already be employed in offices. Short, straight-to-the-point descriptions of the office experiences of the teacher help inspire confidence in the teacher and motivate through an indirect emphasis on holding a job.

3. When a pertinent article is encountered in reading, the class will often enjoy hearing parts of it or a summary of it. A number of professional lay magazines contain many articles and feature sections prepared especially for the business man or woman.

4. Give active help during the transcription period. Provide as many suggestions to save time or to improve typescript appearance as you can.

While adult classes, especially evening sessions, are among the most difficult to teach successfully, if variety in procedures and in the use of teaching aids is provided, these classes may be the most gratifying in their rewards to both teachers and students.

Shorthand

(Continued from page 29)

shadow write on the bus or in that extra fifteen minutes he finds somewhere—quietly and without arousing undue attention of others; or he can use his own transcribed letters for review. The student reads the letter aloud, keeping his eyes constantly on the written letter, shadow writing on his notebook. When he comes across a word he does not know how to write, he can stop and look it up in his shorthand plate or dictionary. He goes over the letter a second time, reading to himself and shadow writing for smoothness and fluency. If he continues to hesitate over a word, he can stop and shadow write that word several times. Then, when it is dictated in class, he will get it with ease and at a much faster rate.

Not only can the beginner profit from this shadow writing, but also the person who has lost his skill through disuse can benefit from this technique. To try to write from 120 words a minute dictation after having become "rusty" is at best discouraging. With the shorthand key available, one who has not been writing shorthand for some time can read to himself and shadow write. It might even be possible to read from the key while a record of the dictation is playing. In this manner it is easy to keep up with the record and a feeling of confidence is regained.

It matters not what the technique is called, just as long as the students get the idea and can get the advantage of this helpful device.

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MARY E. CONNELLY, Editor
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HOW TO TEACH THE TEN-KEY "TOUCH METHOD" ON ADDING MACHINES AND PRINTING CALCULATORS

Contributed by D. T. Jones, Remington Rand Inc., New York, N. Y.

OFFICE MACHINE practice courses have been an integral part of business education for over thirty years. The last five years have seen an emphasis on teaching ten-key adding machines, particularly in speed and simplicity of operation based on the "touch method."

Touch method fulfills the primary requirements of a cultural or personal use aim, as well as a vocational or skill aim. One of its greatest assets is the flexibility you can utilize in your teaching. Some prefer the "battery" method used by Bradley University, Peoria, Illinois, and some prefer the "rotation" method used by Malden High School, Malden, Massachusetts.

Business now recognizes that in proportion to the amount of work being handled, the touch method is just as important in operating adding and calculating machines as in operating typewriters.

Figures represent money. Transpositions are expensive, either in direct loss through over-payment or under-collection, or in the time necessary to locate errors and make corrections. On the other hand, transposed letters in typewriting rarely change the meaning of a word.

No executive would employ a secretary or typist who did not operate the typewriter by the touch method. The typist is writing sentences composed of words and phrases which, joined together, make an understandable and easy-to-remember sentence. The adding machine operator is listing amounts which have no related meaning.

To illustrate, any typist can easily remember the sentence "That man drove his automobile to town on Tuesday" and can write it without reference to notes although it contains forty letters. An adding machine operator who can retain in memory more than a six-digit number is an exception. This means that the adding machine operator must be continually looking from the media to the adding machine keyboard and back to the media.

To become proficient in operating a typewriter, the typist must go to school from six to twelve months; it is necessary to learn to operate forty-two keys with ten fingers. No such extended learning is required to operate adding machines or printing calculators where ten keys must be operated by three fingers and the thumb. The Remington Rand adding machines and printing calculators are of this type. Once the operator knows the

proper positioning of the fingers, a short practice period of a few days enables one to become proficient in touch method operation.

The advantages involved include: (1) Elimination of head movement—no constant referring from media to keyboard. The head remains in a fixed position with the eyes on the media. (2) No hand or arm movement required, merely a slight movement of the fingers. (3) Elimination of eye strain, since the eyes remain fixed on the media. (4) Not necessary to memorize amounts, since they are indexed digit by digit, as read. (5) One-hand operation, leaving the left hand free to turn the media or run down a column of figures. (6) Accuracy, since a touch-method operator instinctively knows when the wrong key is depressed. (7) Faster, because of the elimination of head and arm movement. (8) Easier, because of automatic column selection.

Teaching touch method requires approximately ten class periods. The first two periods should be spent in familiarization with the adding machine and the four basic exercises. Thereafter, approximately fifteen minutes of each period should be utilized for touch-method proficiency; the remaining portion of the periods should be utilized for teaching applications.

Such business activities as balancing bank statements, computing taxes, and making personal budgets fulfill a basic requirement for personal use; extending invoices, computing payrolls, editing accounts receivable ledgers, and familiarization with various tables fulfill a vocational or skill requirement. Adding unit media such as checks and invoices is a practical must, as is explaining the difference and use of complementary total and credit balance adding machines.

As an aid to teaching the key positions method, Remington Rand has designed ten basic exercises. They have been perfected over a period of years through the experience of instructing operators in the use of the adding machines and printing calculators, but more important from the experience of teachers who have been using the equipment in the classroom.

The ten basic touch method exercises have been selected for quick and easy mastery of the keyboard:

Exercise No. 1. Emphasis on fingering the "home" keys (4, 5, 6).

Exercise No. 2. The "home" keys in relation to the 1, 2, and 3 keys.

Exercise No. 3. The "home" keys in relation to the 7, 8, and 9 keys.

Exercise No. 4. Every key in relation to the cipher affixed.

Exercise No. 5. Three digit numbers, all starting with one of the "home" keys.

Exercise No. 6. Three digit numbers beginning with one of the "home" keys and emphasizing every digit prefixed be a cipher. (Please turn the page)

UNITED SERVICES

GENERAL CLERICAL AND OFFICE MACHINES

Exercise No. 7. Double entry of every digit in relation to one of the "home" keys, emphasizing *rhythmic* touch. (The double entry may cause some students to speed up and therefore lose their rhythm. A steady rhythm is one of the most important characteristics of a competent *touch-method* operator.)

Exercise No. 8. Four digit numbers in various combinations with one "home" key in every number. This exercise emphasizes *fingering* the entire keyboard.

Exercises No. 9 and 10. Varied number of digits in the amounts, in each one a "home" key—emphasizing *rhythmic* touch. (Some students may try to go faster on the smaller amounts. They should be cautioned against this.) These two exercises are purposely short to encourage the students to a *faster rhythm*.

As heretofore mentioned, the first two class periods should be utilized in familiarization with the adding machine and the first four touch-method exercises. Thereafter, about fifteen minutes of each period should be assigned to completing the remaining six exercises. Each exercise should be added until three consecutive correct answers are secured. Accuracy is more important than speed.

In conjunction with the basic exercises, a proficiency test is included. This test adheres rigidly to accepted standards.

This proficiency test should be given at least twice each period, at the beginning and at the end. It requires no more than three minutes, and tends to develop a spirit of friendly competition among the students. Bradley University had one student, totally unfamiliar with ten-key adding machines, who acquired a speed in excess of 183 key depressions a minute in less than ten periods.

A chart is available for the students. They can plot time against the number of attempts on the graph to represent pictorially their progress. Upon completion of the proficiency test within 160 seconds, the student is eligible for a certificate of proficiency issued by Remington Rand and signed by the teacher or department head.

Accuracy and good work habits are more essential than speed. This should be continually brought to the students' attention. Accounting procedures and analysis of the tape are two fundamentals that should be stressed.

The ease with which the ten-key touch method can be taught, its adaptability to your classroom method—either "battery" or "rotation"—and the individual as well as the professional efficiency acquired by the students, establish it as an integral phase of any machines practice course.

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GLADYS BAHR, Editor
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THE CONTRIBUTION OF POPULAR MAGAZINES TO CONSUMER EDUCATION

Contributed by Wilmer Maedke, Northwestern University, Evanston, Illinois

MANY MAGAZINES found in the home are an excellent source of information for courses in consumer economics. Consumer education and basic business instructors on both the high school and college levels should be aware of these up-to-date references so that their students may benefit by them.

Many instructors in the social business area devote one class period, or part of a class period, each week to current events affecting the consumer. A good consumer information teacher will encourage the students to bring magazine articles to class. These articles can serve as a reference source of current beliefs, as a basis for drama in committee presentations, and for use in reports. Bulletin board committees can select the best articles for displays. An alert teacher will remember to give credit of some kind for these contributions to the class.

The magazine articles can be evaluated by the class in terms of their helpfulness to the consumer. Along with article evaluations, students in consumer classes should be taught to familiarize themselves with the names of the writers. Many times the reliability of the information depends upon the source. This process will teach them to select consumer reading wisely after they leave school.

It is a good idea for teachers and students to keep a file folder of current events. Periodically, these articles might be transferred to file folders under various subject headings. Separate folders might be kept for such topics as advertising, buying goods and services, credit, buying health, insurance, investments, consumer law, money management, buying recreation, social security, and taxes. If this system is followed, there should be a great deal of up-to-the-minute facts and beliefs available for use in each unit covered by the class.

If you have not been using popular magazines to stimulate interest in your classes in consumer economics, give it a try! A short list of annotated articles which will help you get started follows.

ADVERTISING

"When Advertising Tells the Truth" by Anna May Wilson. *Today's Health*, March, 1953, pp. 30-31, 62-63. Here is a way of telling whether food promotion is trying to help you buy good eating or just trying to sell you.

BUYING GOODS AND SERVICES

"Revolution in Clothes" by Fessenden S. Blanchard. *Harper's Magazine*, March, 1953, pp. 59-64. This article discusses the causes and effects of the "new look" in both men's and women's clothes in the last few years.

"How Safe Is Your Food Now?" by Ben Merson. *Collier's*, July 18, 1953, pp. 58-61. A legal mix-up has robbed government inspectors of their main weapon in the fight against the few unscrupulous food and drugmakers. A factory-inspection law trapped most food racketeers until the Supreme Court found a flaw in it. Now Congress must act!

"What You Should Know When You Trade-in Your Car" by C. Lester Walker. *Reader's Digest*, May, 1953, pp. 136-138. When you think of trading-in your present automobile, you should ask yourself: At what point in the life of my car can I trade it in most advantageously?

CREDIT

"Are You a Good Credit Risk?" *Changing Times*, March, 1953, pp. 17-19. Before you borrow money, finance a house or car, or open a charge account, find out if you are a good credit risk. Consider the questions that pop into the average lender's head and how much debt you can carry.

INSURANCE

"The Medical Insurance We Need Most" by Peter F. Drucker. *Harper's Magazine*, May, 1953, pp. 51-56. Practically no one today is insured against the cost of a prolonged illness. This article analyzes the problem of insurance against the "catastrophic illness" that accounts for half the nation's medical bill.

"Why Your Auto Insurance Costs So Much" by Vance Packard. *The American Magazine*, May, 1953, pp. 28-29, 108-113. This article gives you the reasons why automobile insurance costs are skyrocketing and tells you what you can do about it. It explains why automobile insurance rates vary so much from state to state and from town to town.

INVESTMENTS

"How Do Your Dollars Grow?" *U. S. News & World Report*, April 24, 1953, pp. 18-19. The investment picture is changing rapidly. Borrowers, who've had an advantage are losing some of it. It is the turn of the lenders to get something of a break.

CONSUMER LAW

"When Should You Consult Your Lawyer?" by Michael Lipman. *Better Homes and Gardens*, February, 1953, pp. 6-8, 194-195. Here are some of the situations where your family lawyer can keep you from becoming involved in a lawsuit. There are times when it's better to consult your attorney rather than risk costly trouble later.

MONEY MANAGEMENT

"Be Smart About Borrowing Money" by James C. Conniff. *Redbook*, July, 1953, pp. 68-70. Life-insurance policies, commercial banks, consumer finance companies, industrial loan companies, credit unions, and pawnbrokers are legitimate sources of money. The basic rules of safety to observe when getting a loan are easy to learn and follow.

"How to Balance a Beginner's Budget" by J. K. Lasser and Sylvia F. Porter. *Today's Woman*, July, 1953, pp. 34-35, 57-59. Without a program of planning, the average family income usually does not provide both the basic necessities and the funds for future security. The key to a good system of money management is given in this article.

SOCIAL SECURITY

"Social Security—It's Wonderful!" by William Hazlett Upson. *Reader's Digest*, April, 1953, pp. 104-106. This article analyzes some of the new rules concerning social security that became effective on January 1, 1951. Some of the injustices of the social security program are pointed out in a satirical manner.
(Please turn to the next page)

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

WILLIAM R. BLACKLER, Editor
JOHN A. BEAUMONT, Associate Editor

DISTRIBUTIVE EDUCATION WEEK

Contributed by Roman F. Warmke, Austin Area Vocational School, Austin, Minnesota

THE LOCAL Distributive Education Week at Austin, Minnesota, resulted from discussions as to how distributive education might be promoted at the junior college level. Once the idea was conceived, it was enthusiastically enlarged upon as members of the Austin Distributive Education Advisory Committee developed more workable plans. One of the members volunteered to serve as chairman for the project, while the remaining members volunteered for other duties. Each member was in charge of specific activities. Overall planning was done by the entire group.

Because the committee was primarily concerned with creating interest among graduating high school seniors in the junior college distributive education program, it was decided that early May would be the best time for the event. The first step was to obtain a proclamation from the mayor of Austin. The mayor's proclamation was read on newscasts and featured in the newspapers, and copies were distributed to customers of the co-operating stores.

Special emblems were printed which were headed "Austin Distributive Education Week." These were displayed in store windows, on church bulletin boards, in the schools, and in other public places.

Cooperating merchants placed inserts in all their newspaper advertisements for the week which read "May 4-9 is Distributive Education Week in Austin." This attention-getting device was supplemented by other informative media. Valuable publicity was received in the form of newspaper stories. The local radio station also co-operated. Three one-minute spot broadcasts were recorded by selected members of the advisory committee and the recordings broadcast several times a day throughout the week. In addition to the spot broadcasts, two three-minute interviews were given on the noon news program during the week.

Highlight of the week was the Wednesday night program featuring the executive vice president of the Minnesota Retail Federation. A letter of explanation and tickets to this program were sent to the surrounding high schools. Letters were also sent to retailers and distributors explaining the program and urging their attendance.

The local chamber of commerce cooperated by donating door prizes and refreshments. Space was provided on the tickets to the Wednesday night program for names and addresses to be used in drawing for the door prizes.

These tickets were retained as a working file of persons interested in the distributive education program.

The publicity given to the Distributive Education Week was effective in making our community aware of the program. Members of the advisory committee received many calls from interested persons, some of whom wanted students to work part time, others wanted to take advantage of the courses offered both in the college and in the evening school, and still others who wanted to express interest in the program. A number of high school seniors registered for next year's classes and some pupils who are now in their sophomore and junior years showed increased interest in the program.

The satisfaction that goes with being a part of a job well done, is shared by everyone who cooperated in this endeavor. Both the school officials and the businessmen have been an invaluable asset to our program. The feeling of all of these people that are intimately connected with and partially responsible for the distributive education program in Austin is evidence that a program which will conform to the community's needs is being developed.

In addition to being a good public relations source for the school, Distributive Education Week activities definitely added prestige to our program. As one Austin businessman put it, "This is a practical example of the realistic education supplied by our schools. It is encouraging to see that educators are keeping pace with the rapidly expanding opportunities in the field of distribution."

Basic Business

(Continued from page 37)

BUYING HEALTH

- "Do Something About that Medicine Chest" by Stella B. Applebaum. *Lifetime Living*, August, 1953, pp. 46-48. This article emphasizes the need to bring your medicine chest up to date now to be ready when trouble strikes. The various medicines and first-aid materials needed in the chest are listed along with their uses.
- "If You Must Reduce, Here's How" by Ethlyn Paige Gorsline. *Today's Health*, April, 1953, pp. 26-29. The author tells how to survive the trials of a diet list—and still be fit company for friends and family.
- "What You Read Here May Save Your Life" by Philip Wylie. *Collier's*, January 24, 1953, pp. 66-68. Mouth and throat cancer need not be fatal—yet the disease kills thousands each year. The symptoms are obvious and easy to check. The effect of smoking on cancer is analyzed.
- "Socialized Medicine vs. Organized Medicine for U. S." by Dr. Paul Magnuson. *U. S. News & World Report*, July 3, 1953, pp. 36-42, 47-51. This article is an interview which takes the stand that socialized medicine is not the answer to U. S. health problems. This stand on the issue is based on a thorough study of Britain's plan.

ERWIN M. KEITHELY, Editor
FRED C. ARCHER, Associate Editor

SUCCESSFUL TEACHERS

Contributed by Marion M. Lamb, Sacramento State College, Sacramento, California

WHAT DO WE MEAN BY "successful teachers?" The teachers who head our organizations, speak at conventions, write books and articles—in short, the teachers at the head table at any teachers' luncheon or dinner? Perhaps. Only the students of these "leaders" can tell us the degree of excellence these teachers possess in teaching, an art quite different from speaking, writing, and planning conventions.

We can only guess at the success of these outstanding men and women in our field, but we can know about our own situation if we have the courage to tap student opinion concerning our classroom teaching and other aspects of our work. Going over rating sheets that students have filled in frankly, without fear of identification and petty reprisals, is an experience that no teacher should miss.

The Course Evaluation Sheet

Start with an impersonal Course Evaluation Sheet that will give you a fairly accurate picture of your excellence as an instructor. It is of the greatest importance that there be no attempt to identify the writers who answer the questions on the form; one good procedure to follow is to have the answers filled in on typewriters. The questions on one widely used form are as follows:

1. What is the name of the course?
2. What were the objectives of this course?
3. Do you think that these objectives were reached? Explain your answer.
4. What was the chief value of the course to you?
5. Were the homework assignments too hard, too easy, or about right in length and difficulty?
6. Did you need help in this course that you did not receive? Explain your answer.
7. Were any parts of the subject especially difficult for you to master? Explain.
8. Do you think that the instructor was interested in teaching this course?
9. Were you interested in class discussion and/or other class activity? Comments:
10. What suggestions do you have for the improvement of this course from the standpoint of (a) interest to students, and (b) value to students?

Allow wide spaces for answers to encourage students to write in helpful detail. Total the answers and trace the patterns of weakness and strength indicated in the replies. If you believe that high school seniors, for example, are too young for such evaluation, you are in for a shock.

There are rating forms that include evaluation of the personal qualities of the teacher—his appearance and mannerisms as well as his ability to teach. These may

be considered after you have become used to the course evaluations.

A survey of teacher-student relationships is guaranteed to provide some jolts. Three years ago this contributor used the following questions in a survey of opinion among business students in a college, and at the same time a student teacher used the questions in a survey of opinion among business pupils in a city high school. The questions were:

1. Do you believe that the direction of your life has been influenced to any appreciable degree by the character and/or personality of your teachers? If so, in what way?
2. Do you think that the majority of the teachers you have had were professionally successfully; that is, that they taught you in their classes what you were supposed to learn?
Comments:
3. Have you ever consulted a teacher about a personal problem unrelated to the subject matter of the courses taught by that teacher? If so, did you receive help?
Comments:
4. Would you consult any teacher you have at the present time about a personal problem unrelated to that teacher's assigned subject matter?
Comments:
5. What do you consider to be the chief fault of the average teacher?
6. Do you think that most teachers are too "easy," too "strict," or "just about right" in the standards that they expect students to reach?
7. What were the outstanding characteristics of the best teacher you ever had?
8. Can you imagine yourself in a teacher's role? Explain your answer.
9. Generally speaking, do the teachers you have known seem to be fortunate individuals? Explain your answer.
10. What suggestions would you make from your experience as a student to a friend embarking on a teaching career in high school or college and most eager to make good?
11. On the back of this sheet, describe an outstandingly successful teacher you have had in high school or college.

Some of the questions on this "opinionnaire" were intentionally overlapping. Chief complaint of the high school boys and girls was that teachers showed favoritism, and second on the list of gripes was the lack of teacher interest in young people. College students suggested more humor in class and better grading systems. At both levels there was many other suggestions.

If you will try these questions, or some of your own making, with your own students, you'll learn about personal qualities you didn't know you possessed—good and bad—but that others have known for a long, long time. You'll never be the same again, because you're certain to improve!

OPERATIONS REPORT

March 10, 1953

—Management Methods—

Use Duplicators to Cut Costs

More and more companies are turning to duplicating equipment as a way to beat the high cost of clerical work. But, unfortunately, many of them are not getting the full value out of the machinery because they have never analyzed all its possible uses. As a result, the machine is often idle and management wonders whether the expenditure was really justified.

Actually, when duplicating is geared into the total operation, the cost is much greater than in the past.

Maybe you didn't see this report...

**"More and more companies
are turning to duplicating as
a way to beat the high cost—"**

That is from a copyrighted report for executive members of the Research Institute of America.

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Television in Teaching Transcription

(Continued from page 24)

3. One idea and one idea only can be put across effectively on each program.

4. The use of two cameras is important in a telecast where two persons are demonstrating.

5. The pantomime and narrator off-camera is an effective device for presenting certain type demonstrations.

The suggested series of topics for bi-weekly telecasts for in-class-viewing are illustrative of the possibilities of making effective use of TV medium for vitalizing the early stages in teaching transcription. The duration of a program is largely determined by the type material for broadcast. Certain subjects can be presented in a sequence of 15-minute programs, while others require a 30-minute period for the best results. Only through experience and experimentation can the answer be found to the timing of broadcasts which are primarily designed for demonstrations. It would seem that in a 15-minute period one specific skill which must be developed for the ultimate attainment of transcription objectives could be adequately demonstrated, thus leaving the remaining propitious time to the classroom teacher for follow-up instruction. The law of diminishing returns would be ruled out under this schedule!

Telecasts which could make the greatest contribution to the learning process of beginning transcribers would be those programs which are skillfully planned to present the fusing of shorthand, typewriting, mechanics of English and closely related periphery knowledges. With a business office as the setting, telecast topics should be chosen which have highly demonstrable possibilities. The "tele-teacher's" role during a sequence of broadcasts may range from that of an executive giving dictation to that of his return to a classroom setting for a review with the TV student audience of the many transcription techniques which have been televised. What an opportunity for dramatizing teaching!

Among the list of topics for telecast programming should certainly be found:

1. Letter placement by judgment of shorthand notes and also the choice of letter form.
2. Punctuation, syllabication and decisions made with spelling difficulties.
3. Correct erasing techniques.
4. Various methods of inserting carbon packs.
5. Necessary materials for transcription and arrangement on the secretary's desk.

These and many more similar topics will lend themselves admirably to televising.

The development of the maximum potentialities of our students is the hope of all shorthand teachers. The value of newer instructional tools must be built on the psychology of learning. The psychological effect which the immediacy of television plays on viewers is a strong point in favor of putting television to work in our classrooms.

Transcription Factors and Procedures

(Continued from page 19)

level of the group as well as the time that is devoted to actual transcription. A practical criterion, therefore, is to take the average number of *Mailable plus* and *Mailable* letters written and scale grades accordingly.

Other Transcription Factors

Other factors which should be considered for transcription are these:

1. Pupils should have proper tools and supplies and know how to use them.

2. Proofreading and making corrections should be done before an item is taken from the typewriter. Not to do so in order to save the machine from erasure crumbs is not realistic. Teach pupils how to erase at the typewriter and how to keep the machine clean. Allow some time at the end of a transcription period to brush machines. Check the machines for cleanliness.

3. Establish goals. Establish intermediate as well as semester goals so that pupils experience "success" several times during a semester. For example, if the final goal for a semester is 120 words a minute or three official "takes" plus 25 mailable letters, tell the pupils so and set specific dates for the intermediate goals—steps toward the ultimate goal:

Step 1. First 5 weeks (show actual dates): three five-minute 100's and eight mailable letters.

Step 2. Second 5 weeks: three four-minute 110's and twelve mailable letters.

Step 3. Third 5 weeks: three three-minute 120's and fifteen mailable letters.

Part of a teacher's job is to make it possible for each pupil to experience some measure of success. Each should be kept informed of his progress and made to feel that he is part of a vital group—a team. One of the outstanding guides in industry today is teamwork—teamwork between management and the employees. Teamwork tends to improve morale; employees are happier and more satisfied; and, in the final analysis, production is improved. In teaching transcription, teamwork is needed between the teacher and the pupils. This can be achieved only when there is friendly understanding between the two about the goals of a course and the manner in which they are to be achieved.

Typewriting

(Continued from page 30)

recognize the limited personal-use value of junior high school typewriting. Few pupils have access to typewriters at home, there is little or no provision in the school for making typewriters available to pupils outside their

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class period, and typewriting teachers report real difficulty in having pupils bring personal work or in having any substantial amount of work assigned by other teachers to be typewritten. To properly select pupils for junior high school typewriting will require extremely intensive, individual counseling and even then, with the immaturity of this group, many will change their minds by the time they enter senior high school.

The results of this survey might also raise the question with senior high school typewriting instructors, "If the pupils who have had junior high school typewriting were really a select group, why was it not possible to push them to greater accomplishment than is shown here?" One answer to this may be the difficulty of handling large classes where the majority of the pupils have had no instruction and where those with some past instruction can be given little individual help in the early stages. Where it is possible, certainly pupils with junior high school typewriting should be scheduled into separate classes so every effort can be made to build on the skills they already have.

Although it was not the purpose of this survey to make interschool comparisons, it will be of interest to typewriting teachers to know the average speed attained by those pupils who have had just one year of typewriting varied almost not at all from school to school. Only one school averaged a speed as low as 42 gross words a minute and only two schools averaged as high as 46 gross words a minute. The comparison on errors showed more variation.

Business Education (UBEA) Forum

Schedule of Issues

Shorthand (October) *Editor*—Dorothy H. Veon, Pennsylvania State College, State College, Pennsylvania; *Associate Editor*—Mina M. Johnson, Ball State Teachers College, Muncie, Indiana.

Typewriting (November) *Editor*—John L. Rowe, Northern Illinois State Teachers College, DeKalb, Illinois; *Associate Editor*—Dorothy Travis, Central High School and University of North Dakota, Grand Forks, North Dakota.

Bookkeeping and Accounting (December) *Editor*—Harry Huffman, Virginia Polytechnic Institute, Blacksburg, Virginia; *Associate Editor*—Fred C. Archer, State Teachers College, St. Cloud, Minnesota.

Modern Teaching Aids (January) *Editor*—Lewis R. Toll, Illinois State Normal University, Normal, Illinois; *Associate Editor*—Mary Bell, San Francisco State College, San Francisco, California.

General Clerical and Office Machines (February) *Editor*—Mary E. Connelly, Boston University, Boston, Massachusetts; *Associate Editor*—Regis A. Horace, State Teachers College, Plymouth, New Hampshire.

Basic Business (March) *Editor*—Gladys Bahr, Stephens College, Columbia, Missouri; *Associate Editor*—Howard M. Norton, Louisiana State University, Baton Rouge, Louisiana.

Distributive Occupations (April) *Editor*—William R. Blackler, Sacramento State College, Sacramento, California; *Associate Editor*—John A. Beaumont, State Department of Education, Springfield, Illinois.

Office Standards and Co-operation with Business (May) *Editor*—Erwin M. Keithley, Department of Business Education, University of California, Los Angeles 24, California; *Associate Editor*—Fred C. Archer, State Teachers College, St. Cloud, Minnesota.

Lloyd V. Douglas Elected President

Lloyd V. Douglas, Head of the Department of Business Education at Iowa State Teachers College, Cedar Falls, was elected president of the United Business Education Association for the year beginning on August 1. Dr. Douglas was the unanimous choice of the UBEA National Council for the presidency following the report of the steering committee on major projects which the UBEA should undertake during the current year.

The new president has served the Association as vice president and as representative of the Central Region of UBEA. He is chairman of the Joint Committee for Coordination and Integration of Research in Business Education.

Theodore Woodward of George Peabody College for Teachers, Nashville, Tennessee, was elected vice president. Dorothy L. Travis of Central High school and the University of North Dakota, Grand Forks, is the new treasurer. Both Dr. Woodward and Miss Travis are active in the Centennial Action Program, UBEA professional divisions, and are working on the state level with the UBEA sponsored organizations.

Council members elected by mail ballot for three-year terms include: *Eastern Region*, Milton C. Olson, New York State College for Teachers, Albany; *Southern Region*, J. Frank Dame, Florida State University, Tallahassee; *Central Region*, Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls; *Mountain-Plains Region*, E. C. McGill, Kansas State Teachers College, Emporia; and *Western Region*, Theodore Yerian, Oregon State College, Corvallis.

Each of the new members of the Council has worked closely with the Association as a committee chairman, president of an affiliated association, editor, or as a state membership director. Their previous experiences in places of leadership assures members of UBEA that the affairs of the Association will continue to be handled by interested and competent persons.

You Have a Date!

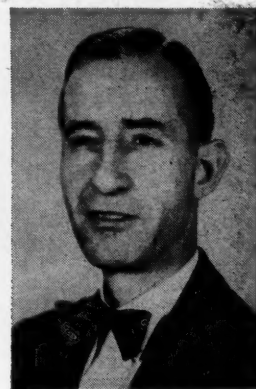
- October 31.** South Carolina Business Education Association, Winthrop College, Rock Hill
- November 26.** UBEA Representative Assembly, Southern Region, Dinkler-Tutwilder Hotel, Birmingham, Alabama
- Nov. 26-28.** Southern Business Education Association, Dinkler-Tutwilder Hotel, Birmingham, Alabama
- November 27.** Texas Business Education Association



President
LLOYD V. DOUGLAS



Treasurer
DOROTHY TRAVIS



Vice President
THEODORE WOODWARD

UBEA Representative Assembly

Delegates representing the UBEA affiliated and regional associations attended the meeting of the UBEA Representative Assembly at the Statler Hotel in Washington, D. C., May 29-30.

Under the able leadership of the UBEA president, Paul S. Lomax, the work done by the delegates in the assembly, the National Council members in executive sessions, and the FBLA in convention was welded together so that common solutions to common problems evolved. At the opening session, the delegates received handbooks which contained the reports of the four UBEA divisions and the three unified regional associations. The reports were elaborated upon by the presidents of the various groups. President Lomax opened the meeting for questions and an informal session followed.

Delegates attended the FBLA banquet in the evening where they heard an address by Dwight Havens, Manager of the Chamber of Commerce Service Department of the Chamber of Commerce of the United States. Interest in the activities of the UBEA sponsored youth organization, Future Business Leaders of America, was the high note of the meeting. The enthusiasm which pervaded the FBLA convention and the seriousness of purpose found in the young people attending the national convention was inspirational. Many of the UBEA delegates left the assembly with a feeling that more and more of the state and local associations should encourage the formation of FBLA chapters in states and cities where none are chartered.

At the Saturday morning session, delegates heard Beatrice M. Gudridge of the National School Public Relations Association speak on "Public Relations Activities

of the Teacher." Following the address, the delegates presented their recommendations for consideration of the National Council for Business Education in its next executive session.

Sightseeing tours were provided for the delegates on Friday morning and Saturday afternoon.

UBEA Cooperates with NEA Journal

"Dollars and Sense" is the title of the column which UBEA is sponsoring in the NEA JOURNAL during the current school year. The purpose of the series of articles is to help teachers solve their personal financial problems.

Ray G. Price of the University of Minnesota and a past president of UBEA is editor of the column. Guest contributors will present brief articles on budgeting, buying, credit, life insurance, purchasing a home, investment, wills, and automobile insurance.

"Handling Money Successfully" is the title of an article by Herold C. Hunt which also appears in the November issue of the NEA JOURNAL. Dr. Hunt assumed the Charles A. Eliot professorship at Harvard University on September 1. He was general superintendent of schools in Chicago before going to Harvard. Dr. Hunt is known to many business teachers for his services as chairman of the Committee on Family Financial Security Education of the Institute of Life Insurance.

Two full-length articles concerning business education have been scheduled for the 1953-54 issues of the NEA JOURNAL. Hamden L. Forkner of Columbia University, New York City; and Viola Curtis Lacy of Lawrence Central High School, Indianapolis, are the UBEA contributors of these articles.

IN ACTION



DISCUSSION GROUPS . . . Upper left: S. D. Stoney, Columbia, South Carolina, and Charles Bish, Washington, D. C., were the chairman and keynote speaker, respectively, for the group on Commercially Sponsored Aids at the Miami Beach Convention. . . . Lower left: Hollis Guy, Harry Jellinek, Newark, New Jersey; and Leslie Johnson, Superior, Wisconsin, were among the panel members at the same meeting . . . Lower right: Charlotte Richards, Ferndale, Michigan; Maurice Crewe, Springfield, Illinois; Theresa Clark, Omaha, Nebraska; Gordon Renfrow, Columbia, Missouri; and Jack Mitchell, Dallas Texas; were among the panel members at the group meeting on Economic Services of Organizations.

NEA Convention

Miami Beach, Florida, proved to be a good choice of convention sites for the 91st Annual Convention of the National Education Association. Approximately 4,000 educators from all parts of America registered for the NEA Representative Assembly, departmental meetings, and conferences which were held the week of June 28. The theme for the meeting was "We Pledge Allegiance."

Edwin A. Swanson of San Jose (Calif.) State College, a past-president of UBEA, spoke at the luncheon session sponsored by UBEA. Many of the business teachers in attendance at the meeting hold important offices in their state and local associations.

At the pre-convention conference devoted to the Centennial Action Program, UBEA was represented by Vice President Theodore Woodward and Executive Secretary Hollis Guy. NABTTI (the Teacher Education Division of UBEA) was represented at the conference sponsored by the National Commission on Teacher Education and Professional Standards by Virgil Cheek of Springfield, Missouri.

A number of discussion groups considered the many facets of the American edu-

cational system. Among the groups which had special appeal to business teachers were the ones devoted to "Economic Services of Professional Organizations" and "Commercially Sponsored Materials of Instruction." Hollis Guy represented the Headquarters Staff at these two group discussions which were presided over by Theresa Clark, president, Omaha (Nebraska) Education Association; and S. D. Stoney of the South Carolina State Department of Education.

It was agreed by the delegates that the Miami Beach Convention was an outstandingly successful one. Next year's convention will be held in New York City.

On the National Scene

One of the last acts of Congress before it closed on August 3, was to approve continued aid to school districts in areas where federal activity had increased enrollment. The two relief measures which provide funds for construction and maintenance assistance to those areas were extensions, but with new restrictions of laws passed in 1950. The Congressional action caused some disappointment in school circles where increased federal contributions had been hoped for.

The House of Representatives, by a

vote of 123 to 61, approved an amendment to prevent a proposed cut of \$4,624,391 in vocational appropriations. The Congress subsequently approved an appropriation of \$18,673,261 in vocational grants to states. The AVA, NEA, and other professional and business groups worked diligently to prevent the proposed cut in funds for the vocational education program.

Joint Committee on Research

Business education throughout the nation is now being served by a special joint committee on research in business education. The real purpose of the committee is to coordinate and integrate the rather extensive research in the field.

Three national organizations interested in research in business education are sponsoring the committee: Delta Pi Epsilon, the United Business Education Association, and the National Association of Business Teacher-Training Institutions. The foundations were laid in 1951 under the leadership of Herman Enterline, President of the Research Foundation of UBEA; and M. Herbert Freeman and John Trytten, Presidents respectively of DPE and of NABTTI.

In November, 1952, the chosen representatives of the sponsors met at Columbus, Ohio, and perfected organization of the committee and of the various projects now under way. The present personnel of the committee is as follows:

Representing NABTTI—Lloyd V. Douglas, Iowa State Teachers College, chairman of the committee; and John M. Trytten, University of Michigan.

Representing DPE—Herbert A. Tonne, New York University; and Albert Fries, University of Southern California.

Representing UBEA—Fred C. Archer, St. Cloud Minnesota State Teachers College; and Dorothy Veon, Pennsylvania State College.

This committee essentially is a planning committee which identifies major needs for coordinating, integrating, collecting, and disseminating research information in business education. It sets the wheels in motion for "getting the job done" through establishing a special sub-committee to specifically guide each task through to the end.

Illustrative of major projects already under way are the following:

1. **Bulletin of Needed Research in Business Education.** Information is being collected, sorted, and classified under the guidance of Dr. Trytten. When

completed, it will be made available to research centers and research students everywhere.

2. Inventory of Current Research in Business Education. Charles Hicks, Ohio University has taken on responsibility for this project and already reports that Elvin Eyster, Indiana University, will have available for publication in 1954, an inventory of all research completed from 1948 to 1953. This brings up to date the series of previous summaries completed at Indiana University and published through Delta Pi Epsilon.

3. Abstracts of Research Studies. McKee Fisk of Fresno (California) State College is responsible for the important task of abstracting all studies completed in 1952. This is a Delta Pi Epsilon project and is intended to start a new series of abstracts which will be continued in the future. All abstracts for 1952 are now completed, and publication policies probably will be announced soon by DPE.

4. Report of Research Findings in Business Education (for the classroom teacher). Dr. Archer is in charge of this project. The aims are twofold: first, to get into the hands of business teachers brief summary statements of what past research has shown in various subject areas and secondly, to thereafter see that annual interpretations are made for the classroom teachers. The first brief summary statements will be made available through the UBEA publications and through reprints distributed by various state departments and other interested associations and colleges. The UBEA Executive Board already has approved the issuance thereafter of an annual yearbook, bulletin, or such other report as will best serve the second goal. Working with Dr. Archer in compiling the brief summary statements for immediate release are the following business educators: Virgil Herring, Ball State (Indiana) Teachers College (Bookkeeping); Harves Rahe, Southern Illinois University (Typewriting); Ruth Anderson, Texas Christian University (Shorthand); Elizabeth Van Derveer, New Jersey State Teachers College (Clerical Skills); and Christine Stroop, Austin Peay State (Tennessee) College (Secretarial and Bookkeeping).

5. Sources of Funds for Research Purposes. Dr. Hicks has collected and analyzed information about availability of funds for special large-scale research projects. As a result, the joint committee

With the UBEA Divisions

NABTTI

Plans for the annual convention of the National Association of Business Teacher-Training Institutions to be held in Chicago, February 11-13 were discussed at the Executive Committee meeting held in Washington, D. C. Harry Huffman, president of the association, presided at the meeting.

The tentative program for the convention was outlined. Donald Tate of Lubbock, Texas and Dorothy L. Travis of Grand Forks, North Dakota, were named co-chairmen of the program committee. The association will again coordinate its convention program with that of the

for coordination and integration of Research in Business Education is now investigating the feasibility of two types of special pilot studies in selected schools throughout the nation.

6. Research through the U. S. Office of Education. The use of facilities of the U. S. Office of Education in accumulating research data peculiarly within its power is being explored by B. Frank Kyker of that office. Already he has consulted many leaders in the field and has arrived at conclusions relative to research most needed.

It should be observed that this Joint Committee for Coordination and Integration of Research in Business Education is functioning in the interests of all business education without any restrictions as to organizations, associations, institutions, or subject matter. It is neither engaged in research nor in the publication of research findings. Rather, its purpose is to help coordinate and to help make more effective the plans and work of all individuals and groups engaged in research in business education.

Individuals, institutions and organization representatives interested in business education who have suggestions of potential value in the work of this committee are invited to communicate with its chairman, Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls, Iowa. It is the function of this committee to help solve major needs in the area of research in business education through seeing that the nation's available research facilities and abilities are used as effectively as possible and also to help implement the practical applications of the research findings.—
LLOYD V. DOUGLAS, Chairman

American Association of Colleges for Teacher Education.

Reservation forms for room accommodations at the Conrad Hilton Hotel in Chicago will be mailed to the official representatives of institutions holding membership in the association. NABTTI meetings are open to professional members of UBEA and to teachers and students in the member institutions.

ISBE

Robert E. Slaughter, vice president, Gregg Division of McGraw-Hill Book Company, is the 1953-55 president of the United States Chapter of the International Society for Business Education. Mr. Slaughter succeeds Hamden L. Forkner of Teachers College, Columbia University. William S. Sakson of Hunter College, New York City, was elected vice president and Ann Eckersley of Teachers College of Connecticut, New Britain, was elected to the office of secretary. Mr. Sakson and the former vice president, Dorothy H. Veon of Pennsylvania State College, are in Italy for the Twenty-Seventh International Course representing the U. S. Chapter.

RESEARCH

The Research Foundation, another division of UBEA, elected Herman G. Enterline of Indiana University, Bloomington, to succeed himself as president of the Foundation for the 1953-55 term of office. The vice president, Clyde I. Blanchard of Tulsa University, Tulsa, Oklahoma, and the secretary, Dorothy H. Veon of Pennsylvania State College, were elected a year ago for the two-year term beginning on August 1, 1952.

ADMINISTRATORS

The Administrators Division of UBEA elected Gladys Peck, Louisiana State Supervisor of Business Education, Baton Rouge, to succeed Elvin S. Eyster of Indiana University, Bloomington, as president of the Division for the two-year term beginning August 1, 1953. Verner L. Dotson, City Supervisor of Business Education, Seattle, Washington, is vice president. Theodore Yerian of Oregon State College, Corvallis, is secretary.

Division presidents are also members of the UBEA Executive Committee. The officers are elected by mail ballot.

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

AFFILIATED ASSOCIATION PRESIDENTS

Alabama: Mary George Lamar, Auburn
 Arizona: A. W. Flowers, Phoenix
 Arkansas: Gladys Johnson, Little Rock
 California: Milburn Wright, San Jose
 Colorado Eastern: Zane Hays, Sterling
 Colo. Southern: Katherine McIntyre, Pueblo
 Colo. Western: Reba Wing, Grand Junction
 Connecticut: Lewis Boynton, New Britain
 Delaware: Ed. Williams, Rehoboth Beach
 Florida: Della Rosenberg, Starke
 Georgia: Gerald Robins, Athens
 Idaho: Helen M. Payne, Twin Falls
 Illinois: Edith Sidney, Chicago
 Ill. Chicago Area: Ada Immel, Skokie
 Ill. Southern: Jeanette Williams, Benton
 Ind. Indianapolis: Winifred West, Indianapolis
 Ind. Evansville: Olive Smith, Oakland City
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 Ind. South Bend: Wm. Rogers, Wakarusa
 Ind. Gary: Sonia Leskow, Gary
 Iowa: Marion Haahr, Mason City
 Kansas: Rueben Dumler, Winfield
 Kentucky: John Tabb, Louisville
 Louisiana: Kenneth LaCaze, Ruston
 Maryland: Helen Hearn, Baltimore
 Minnesota: Ann Harrigan, Austin
 Mississippi: Ida Mae Pieratt, Hattiesburg
 Missouri: Elsa Brase, St. Louis
 Mo., St. Louis: Bro. James McCaffrey
 Montana: Earl Stickney, Lewiston
 Neb. Dist. 1: Jamesine Bourke York
 Neb. Dist. 2: Alfreda Clark, Hastings
 New Hampshire: Eva A. Owen, Colebrook
 New Jersey: Emma Audesirk, N. Arlington
 New Mexico: Becky Sharp, Portales
 North Carolina: Mrs. W. W. Howell, Greenville
 North Dakota: Herb. Schimmelpfennig, Mohall
 Ohio: Harold Leith, Cincinnati
 Oklahoma: Ida Lee Cook, Holdenville
 Oregon: Leonard Carpenter, Portland
 Pennsylvania: Benjamin Kuykendall, Phila.
 Penn. Philadelphia: Evelyn Duncan, Phila.
 South Carolina: Sarah Zeagler, Blythewood
 South Dakota: Quentin Oleson, Centerville
 Tennessee: Clifflie Spilman, Clarksville
 Texas: Ruth Fetterman, Dallas
 Texas Houston: Elizabeth Seuffer, Houston
 Utah: Jesse Black, Salt Lake City
 Virginia: Louise Moses, Norfolk
 Washington Eastern: Weston Wilsing, Cheney
 Washington Central: Cora Harms, Sunnyside
 Washington Western: Wm. Toomey, Seattle
 West Virginia: Britton Lavender, East Bank
 Wisconsin: Cecil Beede, Eau Claire
 Wyoming: Margaret Blackler, Laramie
 Tri-State: R. W. Morgan, Johnstown, Pa.
 Inland Empire: Ed. Almquist, Seattle, Wash.

MOUNTAIN-PLAINS

Mountain-Plains

Approximately 400 business teachers from all over the United States attended the second annual convention of the Mountain-Plains Business Education Association at Estes Park, Colorado, on June 19-21, 1953. The YMCA Conference Grounds, high in the Rockies, provided an unusual background for the many excellent sectional meetings, general sessions, and social events.

E. C. McGill of Kansas State Teachers College and president of MPBEA presided at the opening session, business meeting, and banquet. Other officers and prominent MPBEA members presided or participated in discussion groups throughout the convention.

S. J. Wanous of the University of California at Los Angeles gave the keynote address at the opening luncheon. Sectional meetings on office practice, typewriting, distributive education, shorthand, general business, and bookkeeping followed the challenges presented by Dr. Wanous in his address.

Hamden L. Forkner of Teachers College, Columbia University, gave an inspiring address on "Business Education Gets Down to Business" at the banquet on Saturday evening. Among the other business educators who appeared on the program were Vernon A. Musselman, Philip S. Pepe, M. Herbert Freeman, Madeline S. Strony, John A. Pendry, and Marion Wood.

The revised draft of the constitution was presented at the business session. Members present expressed considerable interest in aiding the constitution committee and executive committee in establishing a workable pattern for the association.

The Mountain-Plains Business Education Association will hold its third annual convention in Dallas, Texas, June 17-19, 1954. The program chairman for the convention will be Vernon Payne of North Texas State Teachers College at Denton, Texas.

Texas

"A 3-D Picture of Business Education for Texas" is the theme of the annual meeting of the Texas Business Education Association, to be held Friday, November 27, 1953. Ruth Fetterman of the Forest Avenue High School in Dallas will preside at the luncheon, at which the program will be presented by Bessie Bullock of Lubbock High School. The invocation will be given by Jesse Cardwell, Coordinator in Secondary Education, Dallas; and the speaker will be Robert E. Slaughter of McGraw-Hill Book Company of New York, whose topic will be "Foundations of Success in Teaching Business Subjects."

Following the luncheon, T. James Crawford of Indiana University, Bloomington, will discuss and demonstrate "Effective Teaching Methods."

At the business session, the minutes will be read by Ruth I. Anderson of North Texas State College in Denton. Zada Wells of Woodrow Wilson High School, Dallas, will give the treasurer's report; and L. M. Collins of IBM, Dallas, will present the proposed constitution of the Texas Business Education Association.

Colorado

The three divisions of business education in the state of Colorado have been working together in developing a state business education organization. At the October meeting, a constitution for adoption by the various divisions will be presented.

Peter L. Agnew of New York University will speak to the business teachers of the Southern Division on October 22. He will address the business teachers at the Eastern Division meeting in Denver on October 23.

Greater Houston

At the recent luncheon meeting of the Greater Houston Business Education Association, the following officers were elected: president, Elizabeth Seuffer, Milby Senior High School; vice president, Bernice Harrigan, Massey Business College; secretary, Illice Iio, Burbank Junior High School; and treasurer, Nell Wallace, Milby Senior High School.

SOUTHERN REGION

Z. S. DICKERSON, JR., *News Editor*

Kentucky

The Kentucky Business Education Association held its annual spring meeting in the Oak Room of the Seelbach Hotel in Louisville. Vernon Anderson of Murray State Teachers College presided.

Following a luncheon, Bernice Lovan of Sturgis gave a progress report on FBLA in Kentucky. To further emphasize this work Patricia Hinkle, the State FBLA president, gave an enthusiastic talk urging teachers to organize FBLA Chapters in their schools. The guest speaker, Paul Carlson, Whitewater (Wisconsin) State Teachers College, gave an inspiring talk on "In-Service Training for Business Teachers."

Officers for the coming year are president, John Tabb, Ahrens Trade High School, Louisville; vice president, Thomas Hogancamp, Murray State College; secretary, Virginia Ackman, High School, Frankfort; and treasurer, Betty Schmitz, Beechwood High School, Ft. Mitchell. Board members elected are Alex McIlvaine, Eastern State College, Richmond; Bernice Lovan, High School, Sturgis; Charles Barker, High School, Irvington; Ada Bell Hall, Lafayette High School, Lexington; and the retiring president, Vernon Anderson.

President Tabb and Mrs. Ethel Plock of Louisville were selected official delegates for the 1953 Washington meeting of the UBEA Representative Assembly.

Tennessee

The Tennessee Business Education Association held its annual spring luncheon meeting at the Andrew Jackson Hotel in Nashville with Hollie Sharpe, Northeast Louisiana State College, Monroe, presiding.

Elvin S. Eyster of Indiana University, Bloomington, delivered an address on "Good Teaching—Your Challenge."

Officers elected for 1953-54 are: Cliffie Spilman, Austin Peay State College, president; Paulyne Lamb, West End High School, Nashville, first vice-president; Mrs. G. P. Robertson, Central High School, Jackson, second vice-president; and Zollie Sirey, Isaac Litton High School, Nashville, secretary-treasurer.



SCBEA . . . Sara K. Zeagler (left), president of the South Carolina Business Education Association, is shown with the guest speaker, Roy W. Poe; Vice President Marie Culp; and Secretary Anita McClimon at the spring meeting in Columbia.

South Carolina

The fifth annual fall convention of the South Carolina Business Education Association will be held as usual in Johnson Hall on the Winthrop College campus on Saturday, October 31, 1953. Sara K. Zeagler, president of SCBEA, will preside.

The Executive Board of the South Carolina Business Education Association has secured Theodore Woodward, vice president of the United Business Education Association, as guest speaker. He will speak on "Building for Tomorrow Through Professional Growth." Dr. Woodward is head of the Department of Business Education at George Peabody College for Teachers.

The slogan adopted for the 1953-54 association year is: ONE HUNDRED MORE IN FIFTY FOUR.

Alabama

The dates of January 22 and 23 have been set for the annual meeting of the Alabama Business Education Association's Workshop which will be held on the campus at State Teachers College in Florence.

Z. S. Dickerson, Jr., vice president of the ABEA, has announced that adequate facilities will be available at a nominal cost. Plans for the program will be announced at a later date.

UNIFIED REGIONAL ASSOCIATIONS

Southern Business Education Association

Pres., A. L. Walker, Richmond, Virginia

Western Business Education Association

Pres., Eugene Kosy, Ellensburg, Washington

Mountain-Plains Business Education Asso.

Pres., Earl Nicks, Denver, Colorado

Virginia

The regular fall meeting of the VBEA will be held in Richmond on October 30, 1953, with Louise Moses presiding. The opening session will be held at 9:00 A.M. An address by Hamden L. Forkner, professor of education at Teachers College, Columbia University, will be heard at the general session. Dr. Forkner's topic will be "Is Business Education Measuring Up to Its Responsibility?" Special entertainment will be featured at the luncheon.

Officers of the association are president, Louise Moses, Granby High School, Norfolk; first vice-president, Curtis Hall, Virginia Polytechnic Institute, Blacksburg; second vice-president, Eunice Smith, Christiansburg High School, Christiansburg; treasurer, Virginia Harris, Radford College, Radford; recording secretary, Watkins C. Smith, George Washington High School, Alexandria; and corresponding secretary, Anne Daughtrey, Maury High School, Norfolk.

CENTRAL REGION

Ohio

The Ohio Business Teachers Association, an affiliate of UBEA, elected the following officers at its Spring, 1953, meeting: president, Harold R. Leith, Teachers College, University of Cincinnati; vice president, Mabel Collins, Central High School, Columbus; and secretary-treasurer, John Frakes, supervisor of Business Education, Cleveland. Also selected to important positions in the association were Evalyn Hibner of Wilmington, editor of publication; Marguerite Appel of Athens, business manager of publication; R. D. Balthaser of Plain City, advertising manager; and John F. Kuechenmeister of Cincinnati, membership chairman.

OBTA will hold next year's meeting on April 23-24 at the Southern Hotel in Columbus.

Chicago Area

The Chicago Area Business Educators Association meets the fourth Saturday of each month, September through May, at 12:00 noon in the Veranda English Room of Marshall Field and Company. Meeting dates this year are September 26, October 24, November 21, January 23, February 27, March 27, April 24, and May 24.

Officers of CABEA for 1953-54 are: president, Ada Immel, Niles Township

IN ACTION

High School, Skokie; vice president, Wilbert F. Doak, J. Sterling Morton High School, Evanston; secretary, Doris Howell, Evanston Township High School; and treasurer, Warren Polley, Antioch Township High School.

The group would be happy to have any business educator who is in Chicago on any of the days on which meetings are held to attend the luncheon session.

Indiana, Indianapolis Section

Winifred West, president of the Indianapolis Business Education Section of the Indiana State Teachers Association, has announced the speakers for the fall meeting which will be held at the Antlers Hotel on October 22. At the opening session, Edwin Vennard, vice president of the Middle West Service Company, will speak on "Management's Responsibility in Keeping Freedom." D. D. Lessenberry of the University of Pittsburgh will be featured on the afternoon program. Dr. Lessenberry's address on "Education Is Our Magic" is scheduled for 1:30 P.M.

An outstanding event at the meeting will be the recognition of M. E. Studebaker's contribution to business education. Dr. Studebaker is approaching retirement, and it is appropriate at this time that the association give special recognition to him for his many years of devoted service to the profession.

The 1953-54 officers of the Indianapolis Section of ISTA are president, Winifred West, Indianapolis; vice president, Alvin J. Munchel, Batesville; and secretary, Anna Louise Cline, Royerton. Advisory Council members are Paul Carmichael, H. G. Enterline, R. G. Foland, Emily Heilman, and Wilhelmina Schaufler.

Ohio, Northeastern Section

Laddie Fedor, chairman of the Northeastern Business Education Section of the NEOTA, has announced that the annual luncheon will be held in the Embassy Room of the Carter Hotel in Cleveland on October 30. Reservations for the luncheon should be made with Myrtle Cratty, Brush High School, South Euclid 21, Ohio.

The speaker will be Robert E. Slaughter, president of the U. S. Chapter (a division of UBEA) of the International Society for Business Education; and vice president of the McGraw-Hill Book Company. Mr. Slaughter will speak on "Retrospect and Prospect in Business Education."

WESTERN REGION

WBEA

Business Education in the West is building up a tempo never before reached in its history by making early gains in professional activity to be climaxed with the joint Western Business Education Association-Oregon Business Education Association convention in Portland. Under the joint gavel of WBEA president, Eugene J. Kosy of Central Washington College of Education, Ellensburg, Washington; and OBEA president, Leonard L. Carpenter of Girls Polytechnic High School, Portland, the convention will be held on March 18-20.

There is positive evidence of greater cooperation within the state associations of the West which leads to greater unified membership as pledged by the Western Business Education Association as its contribution to the Centennial Action Program. Strong state associations make a stronger WBEA. A profession is built on the individual business educator—his ambitions and needs guide the professional activity of his school, community, state, region and nation.

State membership chairmen are witnessing full cooperation at the local level from the individual business teachers. This professional leadership and interest means greater accomplishments and a profession working towards goals of strength in numbers and program as well.

Business education associations in the West are reporting greater individual teacher interest in and activity toward building for the future a united front in the positive interests of the status of business education in our schools and the business teacher within the framework of a great profession—teaching the youth of our United States.

The ball is rolling, if you are not pushing, get in the game today by contacting local or state representatives in business education who are working for your benefit.

The activities of the Western Business Education Association for the current year are under the direction of officers who are eager to hear from you and assist in a professional way.

In addition to President Kosy, other officers are Claud Addison, vice president; Bessie B. Kaufman, secretary; and Inez Loveless, treasurer.

Washington

State wide unity in business and distributive education has become a reality in the State of Washington under the sponsorship of the Washington Council for Business Education. Members of the Council are Weston Wilsing, president of the Eastern Washington Business Education Association; Cora Harms, president of the Central Washington Business Education Association; and William K. Toomey, president of the Western Washington Business Education Association. An additional delegate from each sectional association completes the membership of the Council. Professor Wilsing is chairman of the group.

The state is organized for greater UBEA - WBEA and local association membership for the current year, and for energetic participation in the Western Business Education Association convention to be held in Portland, Oregon.

The Western Washington Business Education Association and the Central Washington Business Education Association are planning their fall meetings in conjunction with the sectional meetings of the Washington Education Association in Seattle and Yakima. The date of the fall meeting of the Eastern Washington Business Education Association has not been announced.

Idaho

More complete organization with professional meetings throughout the year in each of the sectional areas is the goal of the Executive Committee of the Idaho Business Education Association for the coming year. Organization will take place at the IEA sectional meetings this fall and the chairmen of the seven area groups will join with the state officers to comprise the Executive Committee. Specific suggestions for study topics will be made through the area chairmen. It is hoped that the group will release some specific recommendations by the time of the annual meeting next spring.

Officers of the Idaho Business Education Association are: president, Helen M. Payne, High School, Twin Falls; vice present, Rose Voget, Northwest Nazarene College, Nampa; and secretary, Helen K. Williams, High School, Arco. The IBEA is affiliated with the Western Business Education Association, a region of UBEA.

The Future Business Leader

For Sponsors and Advisors
of FBLA Chapters

Planning the Activities Program for FBLA Chapters

Contributed by Ed Marlin, Sponsor, F. J. Reitz High
School FBLA Chapter, Evansville, Indiana

EDITOR'S NOTE: *The Reitz High School FBLA Chapter's calendar, outlines of committee assignments, and questionnaire mentioned in this article have been distributed by Headquarters Office to all chapter sponsors and advisors. Copies of the duplicated materials are also available for high school and college groups which are in process of applying for chapter charters.*—H.P.G.

IF you plan to do big things, you have to plan big things. That is what five members decided when they met to plan the activities of FBLA Chapter No. 23 for the coming year—a year which they were determined was to be the biggest ever at F. J. Reitz High School in Evansville, Indiana. In view of the fact that of last year's 42 members, 37 were seniors who graduated in June, this promised to be a terrific undertaking for the five remaining members.

A calendar of events was the first order of business. Because the chapter meets for 50 minutes every Tuesday morning, it was possible to list all the regular meeting dates for the entire year. For these dates, various types of activities were scheduled such as: October 13, Field Trips; October 20, Speaker, and the like. By planning the calendar for all of the meetings during the entire school year, it was possible to vary the kinds of programs to be presented, or other activities to be carried out.

On this same calendar were placed dates for such special events as the Initiation Banquet, Commerce Day Assembly, the FBLA Radio Show, the FBLA Television Show, the FBLA Alumni Banquet, the FBLA State Convention, the National Conventions, and other special projects which were scheduled later.

Next, they planned an extensive membership campaign. During the homeroom periods, members visited each of the 50 homerooms at Reitz, explaining the values of FBLA membership, answering questions, and guiding pupils who could qualify toward the decision to join the Chapter. Their work was made easier by the excellent reputation the Chapter had made the previous year, and by the gen-

erous amount of publicity given it by the school and local newspapers.

The day for enrollment in clubs finally came. Every member of the student body participates in this extra-curricular club program—75 clubs on the campus compete for membership. When enrollment figures were tallied, the FBLA Chapter had 92 members. The membership campaign had really paid off!

At the first regular meeting of the Chapter, a questionnaire was given each member to determine what kind of programs were wanted; that is, what type of field trips, speakers on what subjects, what type of films they wished to see, and other pertinent information for planning in detail the scheduled activities. The questionnaire also requested information about individual talents which might be displayed at meetings or entered in state and national talent shows. Also included on the questionnaire were spaces to check preference of committee assignments, and spaces to list business subjects already taken, and present program of study.

By checking these questionnaires carefully, it was possible to choose the kind of programs the majority of members desired, and to complete the FBLA calendar by describing in more detail the activities which had been scheduled. This calendar was then duplicated, and a copy given to each member of the Chapter.

Committee assignments were made at the next regular meeting. Members to serve on the fifteen permanent committees were chosen with special care, giving their individual interests consideration. Committees such as the following were named: Field Trips Committee, Speakers' Committee, Commerce Day Committee, Ways and Means Committee, etc. A duplicated list of all committees, their chairmen, and homerooms of their respective members was given to each member.

These committees met as they were called by the president. Each committee chairman was given a packet of duplicated instructions to help guide his committee's work toward the established objectives. This definitely was an aid in the organization and smooth running of the

The FBLA FORUM has gone to a pocket-size magazine and is now mailed to members under its own post office permit. This page, formerly used for the FBLA FORUM, will be devoted to items of special interest to sponsors and advisors of FBLA chapters, and to other readers of Business Education Forum.

committee's work. Progress reports were presented by committee chairmen to the membership when called for by the president.

A unique characteristic of the committee assignments was that each member of the Chapter was appointed to serve on two committees. No one was left "just watching." All had specific jobs to do. Because it is difficult to get large groups of pupils together during the school day, at least one regular meeting of the Chapter each month was scheduled on the FBLA calendar as "committee meetings." During these meetings, committees designated by the president met, planned, and gave progress reports to the entire club membership. Since the meetings are held in the school library, members not "in committee" were allowed to use the library facilities for any work they wanted to do, either in connection with the Chapter activities, or for preparation of school work.

In a typical committee meeting the business of preparing for a field trip follows:

1. One member called 6 industrial or business offices and made arrangements for them to receive 15 pupils each for a visit through their offices.
2. One member arranged for 3 busses. Offices to be visited are usually chosen, two in each vicinity, so that one bus transports 30 pupils to an unloading point where half of them go to one office and half to another. Thus 3 busses will accommodate a group of 90 boys and girls to 6 separate business offices at the same time.
3. One member collected the bus fee of 25c from each person.
4. One member distributed to every member the "permit for excursion blank" which must be signed by the parents before pupils can go on the field trip. This same member will collect these "permits" at the next meeting.
5. One member arranged for 6 chaperons—three parents and three teachers.
6. One member appointed "bus captains" to take attendance and report any disorder on busses.

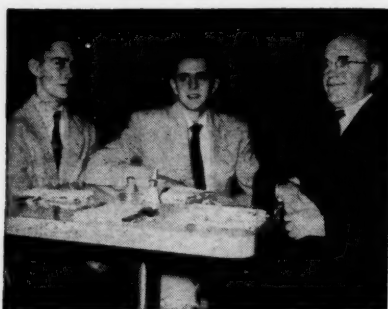
FUTURE BUSINESS LEADERS

A progress report was made to the Chapter membership at the next meeting announcing that all arrangements had been made for the next field trip scheduled on the FBLA calendar.

Planning was done by each committee well in advance of scheduled activities for which the committees were responsible. Such planning made it possible for each member of the Chapter to have an active part in the work of the Chapter and a fair share of the honor for its many accomplishments. When Evansville's Chapter of the National Office Management Association and other business and pro-

fessional organizations praise the Reitz High School Chapter for outstanding contributions to the education for leadership in business, not just a few officers "swell their chests" with pride, but every one of the Chapter's 92 members take personal pride in having done a lot of good jobs efficiently.

This story of successful planning has written only the first chapter, but a very impressive first chapter, in what can be a long history of successful accomplishment in preparation for business leadership. How can it be otherwise when everyone pulls together?



FBLA CONVENTION . . . At the installation ceremony (top) Mary Bartram "Bunny" Robeson (right) received the gavel from the retiring president, Jeron LaFargue. Bill Lambert (left) assisted with the ceremony. The gavel, a gift of the Waukesha High School Chapter, was presented to FBLA at the opening session. . . . Far left: Charles Chandler and Bill Lambert of Lawrence Central High School, Indianapolis, discussed their future plans with Hamden L. Forkner, Columbia University, in the hotel coffee shop. . . . Left: Sondra McCulloch and Sylvia Broussard of New Iberia, Louisiana, presented their credentials to Mary U. McLaughlin and Florence S. Thompson at the FBLA registration desk.

SECOND NATIONAL CONVENTION

"Combining Business with Pleasure" might well have been the theme of the Second National FBLA Convention held on May 28, 29, and 30 at the Statler Hotel in Washington, D. C. The Nation's Capital, with all its beauty and historical significance, is always a spot from which the visitor takes home a wealth of knowledge and experience. And when these visitors are a group of alert and attractive young business students, the experience becomes more meaningful than ever.

Approximately 600 FBLA members and sponsors registered, attended meetings, toured Washington on sight-seeing trips, dined and danced at the banquet, heard excellent speakers, exchanged ideas, made new friends—and in general had an enjoyable visit, besides conducting the business so necessary to an annual convention of this sort.

Two sight-seeing tours were arranged—one a walking tour of the places of interest near the convention hotels (the Statler, Martinique and New Colonial), and the other a bus tour of Washington, the City Beautiful.

On Thursday afternoon and Friday morning registration and sight-seeing seemed to be the first order of business, although many were busy arranging displays and exhibits of scrapbooks, posters and other representative chapter activities, as well as with the FBLA Executive Committee meeting.

Friday afternoon, at the opening session of the convention, Mr. George E. Keneipp, Director of Traffic for the District of Columbia, welcomed the group to Washington. The reports of the State Chapters were then made, followed by an inspiring address by the Public Relations Director in Washington of the National Association of Manufacturers, Mr. Richard R. Bennett, whose topic was "Your Future Is What You Make It." The candidates for national FBLA offices were

then introduced, and the meeting closed after a delightful piano solo by Patricia Jackson of Baton Rouge, Louisiana.

The large group broke up for the smaller group meetings of the State Chapter delegates and their sponsors in the District Room, and the Local Chapter representatives and their sponsors in the Capital Room. It might be noted that both meetings were "lively"—with recommendations for the consideration of the National Board of Trustees, of the problems encountered during the past school year.

Everyone agreed that the banquet Friday evening was *the event*, especially when it was discovered that the Statler had graciously changed the menu from grilled ham steak to filet mignon (Mmm!) Following the installation of State Chapters (Alabama, Kansas, Kentucky, Pennsylvania and Texas) by the National Installation Team from the Waukesha (Wisconsin) High School Chapter, the group heard an inspiring address, "Today's Leadership Opportunities," by Mr. Dwight Havens, Manager of the Chamber of Commerce Service Department of the Chamber of Commerce of the United States. Bill Lambert of Lawrence Central (Indianapolis) High School presided at the banquet.

The highlight of the evening for many was the presentation of awards by Dr. Hamden L. Forkner, Teachers College, Columbia University and Dr. Ray G. Price, University of Minnesota. The Convention Dance and Talent Show followed.

Saturday morning sponsors who could rise early attended the Sponsors' Breakfast. Of great interest to many were the two group meetings which followed the breakfast. One was on program planning with the keynote speaker, Dr. Hamden L. Forkner. The other group heard Mrs. Beatrice M. Gudridge, Associate Editor of Publications, National School Public Relations Association, speak on "Public Relations Activities." The convention closed at noon on Saturday.

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